

DOCUMENT RESUME

ED 080 531

SP 006 842

AUTHOR Brace, David K.
TITLE Physical Education and Recreation for Mentally Retarded Pupils in Public Schools.
INSTITUTION American Association for Health Physical Education, and Recreation, Washington, D.C. Project on Recreation and Fitness for the Mentally Retarded.
PUB DATE 66
NOTE 56p..
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Mentally Handicapped; *Mental Retardation; National Surveys; *Physical Education; *Physical Education Facilities; *Physical Recreation Programs; Public Schools; *Recreational Facilities

ABSTRACT

A national survey was made of the status of physical education and recreation opportunities for mentally retarded children in public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers. The results are based on 1,589 responses (37.6%) from these individuals. The final report is presented in 11 sections: a) General Summary, b) Primary Schools, c) Elementary Schools, d) Junior High Schools, e) Senior High Schools, f) Enrolled with Normal Pupils, g) Schools Including All Grades, h) Boys in Physical Education with Normal Pupils, i) Boys in Physical Education Classes Separate from Those for Normal Pupils, j) Girls in Physical Education with Normal Pupils, and k) Girls in Physical Education Classes Separate from Those for Normal Pupils. (Author)

AAHPER
INFORMATION AND RESEARCH UTILIZATION CENTER IN PHYSICAL EDUCATION
AND RECREATION FOR THE HANDICAPPED
1201 Sixteenth Street, N. W., Washington, D. C. 20036

Brace, David K. Physical Education and Recreation for Mentally Retarded Pupils in Public Schools. American Association for Health, Physical Education, and Recreation (Project on Recreation and Fitness for the Mentally Retarded). Washington, D.C.: AAHPER (1201 16th Street, N.W.), 1966.

The final report of this national survey presents status of physical education and recreation opportunities provided mentally retarded children in the nation's public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers; results are based on 1,589 responses (37.6 percent) from these individuals. The final report is presented in 11 sections: (1) General Summary; (2) Primary Schools; (3) Elementary Schools; (4) Junior High Schools; (5) Senior High Schools; (6) Enrolled with Normal Pupils; (7) Schools Including All Grades; (8) Boys in Physical Education with Normal Pupils; (9) Boys in Physical Education Classes Separate From Those for Normal Pupils; (10) Girls in Physical Education with Normal Pupils; and, (11) Girls in Physical Education Classes Separate From Those for Normal Pupils.

Descriptors: Physical Education; Adpated Physical Education; Recreation; Mentally Retarded Students; National Survey

Survey and abstract distributed to: ERIC Clearinghouse on Teacher Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

522 7.3

Spring, 1966

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Digest of Findings of a National Survey Supported by a Grant from
The Joseph P. Kennedy, Jr. Foundation
David K. Brace, Ph.D., Research Consultant

This digest is being sent to respondents, as promised. Please be sure that this report is seen by your superintendent, your school principal, your supervisor of special education, and other teachers of the mentally retarded.

Five thousand, eight hundred and sixty-four copies of a printed four page questionnaire, with return stamped envelopes, were sent to 4,022 superintendents, principals, and teachers whose names and school addresses were obtained from State Directors of Special Education in each of the 50 states and District of Columbia. Responses were received from 1,721 persons representing individual public schools or public school systems, being 29.5% of all questionnaires sent, and 42.7% of those sent to the 4,022 individuals. Some returns were blank, or schools had no mentally retarded, or were received too late to be included in the tabulation. However, 1,589 questionnaires were received in usable form, card punched and machine tabulated, representing a 37.6% return of the questionnaires sent to individuals. This digest is based upon the 1,589 returns from individual school campuses. These data relate to gross frequencies only. The full report will include tabulation by type of school, school level, and if the educable and trainable mentally retarded (hereafter referred to as MR) are taught physical education (hereafter as PE) in classes with "normal" pupils or in separate classes. In interpretation of findings remember that they are from questionnaire data.

TYPES OF SCHOOLS

Schools enrolling both "normal" and MR = 1,389; Schools for Special Education only = 25; Schools for MR only = 43; Schools for Educable only = 41; Schools for Trainable only = 79. Returns were from three population areas: 406 from areas under 10,000; 821 from areas of 10,000 to 100,000; and 317 from areas over 100,000; with 45 MR (no returns). Mentally retarded pupils numbered 14,540 of whom approximately half were boys. School levels were: Primary (grades K,1-3) = 40; Intermediate (grades 4-6) = 12; Elementary (grades K,1-8) = 754; Junior high (grades 7-9) = 295; Senior high (grades 7-12) = 222; Schools with all grades = 104; Un-graded schools = 156; MR = 6.

TEACHERS OF PHYSICAL EDUCATION AND CLASS PERIODS PER WEEK

Physical education was taught in classes in which were MR by 1,064 men, and by 1,117 women. Years of teaching experience: 1-3 years = 276 men, and 223 women; 4-9 years = 434 men, 391 women; over 10 years = 243 men, and 223 women; MR = 436. The length of PE periods averaged 35.5 minutes for boys, and 26.7 minutes for girls. The mean number of periods of PE per week was 3.26, but 49% of the schools reported five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the MR is taught in classes SEPARATE from those for "normal" pupils: Boys = 39.9%, and Girls = 38.3%.
2. Physical education for the MR is taught in regular classes WITH "normal" pupils: Boys = 42.7%, and Girls = 41.0%.
3. Physical education for the MR is taught in classes with "normal" pupils, but the MR are given modified activities: Boys = 10.2%, and Girls = 11.3%.
4. Physical education for the MR is taught on some days with "normal" pupils, depending on the kind of activities scheduled: Boys = 7.6%, and Girls = 7.0%.
5. There is NO formal instruction in physical education for the MR, but free play is provided: Boys = 15.6%, and Girls = 14.6%.

SP 006 842

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (Percentages of schools)

| | Never Taught | Occasion-ly a y | Regular-ly each week | Zero or NR |
|--|--------------|-----------------|----------------------|------------|
| 1. Basic movements, walking, skipping, hopping, etc. | 7.3 | 44.0 | 40.0 | 8.7 |
| 2. Bowling on gym floor or alleys | 51.3 | 21.6 | 4.8 | 22.3 |
| 3. Calisthenics, conditioning exercises, etc. | 2.8 | 25.5 | 64.2 | 7.5 |
| 4. Corrective exercises (adapted physical education) | 27.1 | 36.3 | 19.8 | 16.8 |
| 5. Combatives, hand contests, wrestling, tug-of-war, etc. | 34.0 | 43.0 | 6.0 | 17.0 |
| 6. Games designed to teach, body parts, directions, etc. | 7.4 | 46.7 | 36.6 | 9.3 |
| 7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc. | 32.8 | 40.6 | 12.6 | 14.0 |
| 8. Highly organized games, kickball, dodgeball, etc. | 7.2 | 48.9 | 34.6 | 9.3 |
| 9. Musical play, singing games, rhythm band, etc. | 16.7 | 42.9 | 28.9 | 11.3 |
| 10. Physical fitness tests, run, jump, throw, pullups, etc. | 10.2 | 54.7 | 25.8 | 9.3 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 48.2 | 28.7 | 4.0 | 19.1 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 12.2 | 56.6 | 22.5 | 8.7 |
| 13. Simple games, lead-up games, chasing games, etc. | 6.5 | 51.4 | 34.0 | 8.1 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 27.2 | 49.0 | 9.7 | 14.1 |
| 15. Swimming, diving, water games, boating, etc. | 65.9 | 7.9 | 6.5 | 19.7 |
| 16. Team sports, softball, basketball, volleyball, etc. | 14.7 | 45.4 | 30.0 | 9.9 |
| 17. Track and field, relays, long hikes, cross-country, etc. | 33.4 | 42.6 | 8.2 | 15.8 |
| 18. Winter play, skating, sledding, etc. | 72.0 | 5.9 | 10.0 | 21.1 |

| FACILITIES AVAILABLE FOR MR IN PHYSICAL EDUCATION & RECREATION | | ONE | | TWO | | THREE | | ZERO OR NR | |
|---|-----|------|-----|------|-----|-------|------|------------|--|
| | No. | % | No. | % | No. | % | No. | % | |
| 1. Play field, athletic field | 924 | 58.1 | 235 | 14.8 | 86 | 5.4 | 270 | 17.0 | |
| 2. Basketball court | 698 | 43.9 | 290 | 18.2 | 73 | 4.6 | 407 | 25.6 | |
| 3. Bowling alley | 122 | 7.7 | 9 | .5 | 1 | .0 | 1452 | 91.4 | |
| 4. Camp site | 56 | 3.5 | 5 | .3 | 4 | .2 | 1517 | 95.5 | |
| 5. Corrective exercise room | 189 | 11.9 | 30 | 1.9 | 2 | .1 | 1381 | 86.9 | |
| 6. Gymnasium floor | 825 | 51.9 | 189 | 11.9 | 28 | 1.7 | 500 | 31.5 | |
| 7. Handball court or wall | 195 | 12.2 | 61 | 3.8 | 6 | .4 | 1304 | 82.1 | |
| 8. Hard surface outdoor area | 772 | 48.6 | 138 | 8.7 | 37 | 2.3 | 605 | 38.1 | |
| 9. Running track and field | 622 | 39.1 | 42 | 23.9 | 5 | .3 | 908 | 57.2 | |
| 10. Shower and dressing room | 308 | 19.4 | 380 | 23.9 | 37 | 2.3 | 808 | 50.8 | |
| 11. Swimming pool | 179 | 11.2 | 11 | .7 | 3 | .2 | 1394 | 87.7 | |
| 12. Softball diamond, baseball dia. | 607 | 38.2 | 238 | 14.9 | 103 | 6.5 | 448 | 28.2 | |
| 13. Tennis court | 133 | 8.4 | 86 | 5.3 | 36 | 2.2 | 1340 | 84.2 | |

| EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED | | Number and Percentages | | | |
|---|------|------------------------|------|------|------|
| | No. | % | No. | Zero | % |
| 1. Assorted size rubber balls | 1391 | 87.5 | 198 | | 12.5 |
| 2. Playground apparatus, slides, swings, jungle gym | 855 | 53.8 | 734 | | 46.2 |
| 3. Apparatus, horse, trampoline, slides | 551 | 34.7 | 1038 | | 65.3 |
| 4. Piano, record player, records, drums | 1332 | 83.8 | 257 | | 16.2 |
| 5. Roller skates, ice skates | 101 | 6.3 | 1488 | | 93.7 |
| 6. Play supplies, bean bags, ribbons, jump ropes | 1164 | 73.2 | 425 | | 26.8 |
| 7. Softballs, basketballs, volleyballs | 1456 | 97.8 | 133 | | 2.2 |
| 8. Tennis, Badminton, paddle tennis supplies | 745 | 46.9 | 844 | | 53.1 |
| 9. Table game supplies, box hockey, etc. | 347 | 21.8 | 1242 | | 78.2 |
| 10. Tumbling mats | 1146 | 72.1 | 442 | | 27.9 |

| RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS | School Programs | | | | Community Programs | | | |
|---|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, camping | 237 | 14.9 | 229 | 14.4 | 336 | 21.1 | 320 | 20.1 |
| 2. Dramatics, story plays | 627 | 39.4 | 615 | 38.7 | 120 | 7.5 | 121 | 7.6 |
| 3. Construction play , building | 114 | 7.2 | 104 | 6.5 | 63 | 3.9 | 62 | 3.9 |
| 4. Music, sing-songs, rhythm bands | 893 | 56.2 | 880 | 55.4 | 144 | 9.1 | 145 | 9.1 |
| 5. Nature play, trips, collections | 569 | 35.8 | 551 | 34.7 | 153 | 9.6 | 153 | 9.6 |
| 6. Handcraft, weaving, modeling | 1000 | 62.9 | 951 | 59.8 | 232 | 14.6 | 223 | 14.0 |
| 7. Painting, sand craft, drawing | 1087 | 68.4 | 1054 | 66.3 | 199 | 12.5 | 201 | 12.6 |
| 8. Social parties, dancing | 895 | 56.3 | 881 | 55.4 | 288 | 18.1 | 290 | 18.2 |
| 9. Swimming, water games, boating | 182 | 11.4 | 173 | 10.9 | 316 | 19.9 | 306 | 19.2 |
| 10. Sports, tennis, softball, etc. | 626 | 39.4 | 579 | 36.4 | 225 | 14.1 | 201 | 12.6 |

44
3/25

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED

| | School Programs | | | | Community Programs | | | |
|--|-----------------|--------------|-------------|--------------|--------------------|--------------|------------|-------------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports, (softball, soccer, etc.) on teams of MR only | 146 570 | 12.3 35.8 | 132 1018 | 8.3 64.0 | 12 1487 | 3.4 93.5 | 44 1063 | 2.8 66.9 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 535 992 | 32.5 52.4 | 451 789 | 21.1 49.6 | 235 1170 | 14.9 73.6 | 113 718 | 9.0 45.2 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 83 202 | 5.2 44.2 | 47 | 2.9 | 20 | 1.2 | 14 | .9 |
| 4. Intramural recreation sports (tennis, Bowling) on teams of MR only | 66 | 4.1 | 56 | 3.5 | 39 | 2.4 | 34 | 2.1 |
| 5. Intramural recreation sports (as above) on teams with "normal" pupils | 356 | 22.4 | 315 | 19.8 | 120 | 7.5 | 95 | 6.0 |
| 6. Interschool team sports of MR vs. teams of MR from other schools | 39 | 1.8 | 23 | 1.4 | 157 | 9.9 | 361 | 22.7 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city | 335 | 21.1 | 359 | 22.5 | 330 | 20.7 | 186 | 11.7 |
| 8. Interschool recreation sports vs. teams of MR in same city | 236 | 14.8 | 158 | 9.9 | 198 | 12.4 | 162 | 10.2 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools | 422 | 26.5 | 231 | 14.5 | 173 | 10.9 | 254 | 16.0 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from schools in same city | 337 | 21.2 | 173 | 10.9 | 266 | 16.7 | 350 | 22.0 |

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

| | EDUCABLE | | | | TRAINABLE | | | |
|---|----------|------|-------|------|-----------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Medical examinations are given annually | 336 | 21.1 | 332 | 20.9 | 139 | 8.7 | 140 | 8.8 |
| 2. Medical examinations are given periodically, every 3 or 4 years | 405 | 25.5 | 394 | 24.8 | 124 | 7.8 | 121 | 7.6 |
| 3. Medical exams are given at entrance and when referred by teachers, nurses | 709 | 44.6 | 695 | 43.7 | 222 | 13.9 | 221 | 13.9 |
| 4. There is daily observation of health signs by teachers or nurse | 1115 | 72.2 | 1095 | 68.9 | 348 | 21.9 | 342 | 21.5 |
| 5. Physical fitness tests are used (such as AAHPER Youth Fitness Test Manual) | 546 | 34.4 | 521 | 32.8 | 71 | 4.5 | 70 | 4.5 |
| 6. Height and weight are recorded at regular intervals | 1106 | 69.6 | 1083 | 68.1 | 324 | 20.4 | 319 | 20.1 |
| 7. Grades on achievement in PE are given at regular intervals | 913 | 57.4 | 894 | 56.3 | 136 | 8.5 | 130 | 8.2 |
| 8. There is a plan for evaluating improvement in growth and development | 750 | 47.2 | 743 | 46.7 | 213 | 13.4 | 210 | 13.2 |
| 9. There is a plan for evaluating social and emotional development | 696 | 43.8 | 687 | 43.2 | 226 | 14.2 | 225 | 14.1 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

| | YES | | NO | | ZERO OR NR | |
|--|------|------|------|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 1107 | 69.6 | 285 | 17.9 | 197 | 12.5 |
| 2. Can Trainable mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 79 | 4.9 | 1014 | 63.9 | 299 | 18.9 |
| 3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfactorily in the same PE classes? | 337 | 21.2 | 731 | 46.0 | 222 | 13.8 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for work with MR? | 1404 | 88.3 | 89 | 5.6 | 96 | 6.1 |
| 5. Should teachers of MR whose duties include teaching PE have some preparation in PE? | 1469 | 92.4 | 37 | 2.3 | 83 | 5.3 |
| 6. Would you prefer MR taught PE by regular PE teachers even if they have no preparation for the MR? | 1002 | 63.1 | 458 | 28.8 | 129 | 8.1 |

OPINIONS ON INSTRUCTION IN PE (cont.)

| | YES | | NO | | ZERO OR NR | |
|--|------|------|-----|-----|------------|-----|
| | No. | % | No. | % | No. | % |
| 7. Should recreation leaders with MR have preparation in recreation for the MR? | 1428 | 89.9 | 37 | 2.3 | 124 | 7.8 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 1399 | 88.0 | 100 | 6.3 | 90 | 5.7 |
| 9. Should colleges add special courses in PE and recreation for work with the MR? | 1391 | 87.5 | 81 | 5.1 | 117 | 7.4 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded? | 1531 | 96.3 | 3 | .2 | 55 | 3.5 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: a special teacher of physical education; more facilities and equipment; more time for physical education; improved understanding of the mentally retarded; better grouping by chronological age; more time for physical education for the mentally retarded by themselves. | | | | | | |

SUMMARY

1. One fourth of the returns are from areas of under 10,000 population.
2. Half of the schools are of elementary level, where facilities for physical education are meager and special teachers of physical education are relatively few.
3. Approximately the same percentages of mentally retarded are taught PE in classes with "normal" pupils as are taught in separate classes.
4. Physical education for the mentally retarded is limited as to content as indicated by the report that in 40 or more per cent of the programs the only activities taught regularly each week are basic movements and calisthenics.
5. One third or more of the schools never teach swimming, racket games, bowling, combatives, gymnastic apparatus, track and field, or winter play.
6. Facilities for physical education are inadequate. Less than one fourth of the schools report having a corrective exercise room, shower and dressing room, bowling alley camp site, handball court or wall, tennis court, or swimming pool.
7. The most frequently reported equipment and supplies for physical education are: play supplies, tumbling mats, assorted sized rubber balls, piano, record player, and softballs.
8. Participation in competitive sports is pretty well limited to intramural team sports, however, the surprisingly large participation in intramural team sports under community sponsored programs may indicate confusion on the part of respondents because not many communities sponsor what would be called intramural team sports.
9. As to recreation activities, half or fewer of the schools report cook-outs and picnics, dramatics, construction play, nature play, swimming, and sports.
10. Medical examinations are given regularly or periodically in only one fourth of schools.
11. However, daily observation of health signs is reported in nearly three fourths of the schools for the educable mentally retarded.
12. In general better attention to health matters is reported for educable retarded pupils than for the trainable mentally retarded.
13. There is a strong belief that educable retarded can be taught physical education successfully in classes with "normal" pupils, but that the trainable cannot.
14. There is a strong belief that physical education teachers who have mentally retarded pupils in classes should have professional preparation for work with the retarded.
15. Almost ninety per cent of respondents feel that all workers with mentally retarded should have a basic understanding of physical education and recreation.
16. There is a strong feeling that colleges and universities should add special courses in physical education and recreation for work with the mentally retarded.
17. Almost 100 per cent feel that instruction in physical education and recreation can help social and emotional development in the mentally retarded.
18. A strong plea is made for more teachers of physical education, more time for instruction, better facilities, and better grouping by chronological ages.

David K. Brace, Professor Emeritus, The University of Texas, Austin, Texas 78712

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a Survey Supported by a Grant from The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

GENERAL SUMMARY

This final report consists of VI Sections, plus this general summary. On December 28, 1965 the writer was appointed Research Consultant for the project on Recreation and Fitness for the Mentally Retarded being conducted by the AAHPER assisted by a grant from The Joseph P. Kennedy Jr. Foundation. He was instructed to prepare a questionnaire survey in an attempt to reveal something of the status of instruction in physical education and recreation for mentally retarded pupils in the public schools of this country. Following discussions and advice from personnel in the National Education headquarters, and the AAHPER a four page printed questionnaire was prepared (see enclosure) and 8,000 copies were run off.

State Directors of Special Education in each of the 50 states and District of Columbia were asked to furnish lists of the names of principals and school addresses of schools in which mentally retarded pupils were enrolled. When the lists were obtained some gave only the names of superintendents in school systems with mentally retarded pupils in public schools, others gave the names of school principals, and others the names of teachers of mentally retarded pupils. From these lists a random sampling of 5,864 questionnaires were sent to 4,022 superintendents, principals, or teachers. Along with each questionnaire, or packet of questionnaires, a covering letter was enclosed to the superintendent, principal, or teacher as the case might be, and enclosed was a stamped addressed return envelope. All questionnaires were mailed by April 4, 1966.

Responses were received from 1,721 persons representing individual public schools or public school systems, being a return of 29.5% of all questionnaires sent, 42.7% of those sent to the 4,022 individuals. Some returns were blank, or schools had no mentally retarded; or were received too late to be included in the tabulation. However, 1,589 returned questionnaires were received by June 15, 1966, and were card punched and machine tabulated, representing a 37.6% return of the questionnaires sent to individuals. The machine work was done at the Computation Center at The University of Texas.

A digest of the findings based upon the 1,589 returns from individual schools was prepared in printed form on a single sheet of four pages folded for insertion in a #10 envelope. Some 1,700 copies of the digest were mailed with a copy to each person responding. The digest was based upon the 1,589 returns and related to gross frequencies only. Returns were received from every state and the District of Columbia including one from Alaska. In interpreting the findings remember that they are from questionnaire data.

TYPES OF SCHOOLS

Schools enrolling both "normal" and mentally retarded (MR) pupils = 1,389;
schools for SPECIAL EDUCATION only = 25; schools for MENTALLY RETARDED only = 43; schools for EDUCABLE retarded only = 41; schools for TRAINABLE RETARDED = 79; no returns (NR) = 12.

Returns were from three population areas: 406 from areas under 10,000 population; 821 from areas of 10,000 to 100,000; and 317 from areas of over 100,000; NR = 45.

Separate tabulations of the data have been made for each type or level of public school (see enclosed). Section I deals with PRIMARY schools (grades K,1-4), N = 40. Section II deals with ELEMENTARY schools (grades K, 1-8) N = 754. Section III deals with JUNIOR HIGH schools (grades 7-9), N = 295. Section IV deals with SENIOR HIGH schools (grades 8-12), N = 222. Section V deals with schools in which mentally retarded were ENROLLED WITH "normal" pupils, N = 1,389. Section VI deals with schools listing ALL GRADES, N = 104. Section * VII covers schools in which the mentally retarded took physical education in classes SEPARATE from those for "normal" pupils. Section VIII* covers schools in which mentally retarded took physical education in classes WITH "normal" pupils, N = . Data on INTERMEDIATE SCHOOLS (grades 4-6), N = 12, not tabulated.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mentally retarded receive more time in physical education in junior and senior high schools than in primary and elementary schools by an average of 10 minutes per class. There were more periods of physical education reported per week for junior and senior high schools than for primary and elementary schools. Pupils received no formal instruction in physical education in primary and elementary schools in 35% and 20% of the schools, compared with 4% and 8% for junior and senior high schools respectively. Since apparently the bulk of mentally retarded pupils are in primary and elementary schools it seems that the data of this survey would indicate that nearly one third of the mentally retarded pupils in the lower grades receive no instruction in physical education.

When physical education for the mentally retarded is taught in classes with "normal" pupils an appreciably larger per cent of junior and senior high schools report giving the mentally retarded modified activities in physical education than is the case with primary and elementary schools, as 17% and 14% compare with 4% and 7%. However, physical education for the mentally retarded is taught in separate classes from those for "normal" pupils in 50% of the primary and elementary schools compared with 16% and 12% for junior and senior high schools.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION

Based upon replies from three-fourths of the schools as to activities taught occasionally or regularly in physical education the program for the mentally retarded consisted in primary and elementary schools of basic movements, calisthenics, games designed to teach directions, etc., musical play, rhythms, and simple games, with highly organized games and physical fitness testing added in elementary schools.

In junior and senior high schools a richer curriculum in physical education was offered with the addition of team sports, stunts and tumbling, track and field, and some gymnastic apparatus.

Activities not included to an appreciable extent in any of the schools levels include bowling, corrective exercises, combatives, racket games, swimming, and rhythms in senior high schools.

FACILITIES AVAILABLE FOR MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION

Two thirds of the primary and elementary schools report to have a play field or athletic field. One half of the primary schools have a hard surface outdoor area. One half of the elementary schools also report a gymnasium floor, &

a basketball court, and nearly one half report a softball diamond.

The junior and senior high schools report more facilities for physical education than do primary and elementary schools. Three-fourths of the junior and senior schools report: play fields and athletic field, basketball courts, gymnasium floors, running tracks, shower and dressing rooms, and softball or baseball diamonds. One half of the junior high schools also report a hard-surface outdoor area, and half of the senior high schools report a hard surface outdoor area and tennis courts.

More than three-fourths of all schools do not have the following facilities: Bowling alleys or bowling on gym floors, camp sites, corrective exercise rooms, handball courts or walls, and swimming pools.

EQUIPMENT AND SUPPLIES AVAILABLE IN PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED.

Three-fourths of all schools report to have the following: assorted sized rubber balls, piano or record player, and softballs, volleyballs, etc. The same percentages of primary, elementary, and junior high schools also report the same percentages of play supplies. Tumbling mats are reported in a majority of all schools. Supplies for tennis, volleyball, soccer, etc., are reported in a majority of junior and senior high schools. Two-thirds of the primary and elementary schools report to have playground apparatus. Gymnastic apparatus is very limited in a majority of the schools reporting.

RECREATION ACTIVITIES AVAILABLE FOR THE MENTALLY RETARDED PUPILS

In 50% or more of the schools reporting, the primary and elementary schools reported that music, handcraft, painting, and social activities were available.

The junior high schools reported handcraft, painting, social parties, and sports. The senior high schools reported in the same percentages only painting, social parties, and sports. Fewer than half of the schools reported to have cook-outs, dramatics, construction play, nature play, and swimming.

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

From about one fifth to one third of the schools report that the mentally retarded have an annual medical examination. A slightly more common practice is to give medical examinations periodically every three or four years. About half of the schools have medical examinations given at entrance and when pupils are referred by teachers or nurses. Three-fourths of the schools report daily observation of pupils for signs of possible health disorders. Three-fourths of the junior and senior high schools report to give grades on achievement in physical education, but in primary and elementary schools this is done much less frequently.

PHYSICAL FITNESS TESTING

Physical fitness testing is reported in one-fourth of the primary schools, one-third of the elementary schools, about in two-thirds of the junior high schools, and in a little more than half of the senior high schools. Height and weight are recorded at regular intervals in three-fourths of all schools. A majority of schools at all levels report that there is a plan for growth and development and for evaluating social and emotional development of the mentally retarded.

PARTICIPATION OF MENTALLY RETARDED PUPILS IN COMPETITIVE SPORT PROGRAMS

The questionnaire requested information about participation of mentally retarded pupils in intramural sports and in interschool athletics, both in school programs and community programs. It was discovered after sending out the digest of findings that there is considerable doubt about the extent of participation reported due to errors in programming or in the computer. This is being checked. It would appear that there is some participation of the mentally retarded on teams with "normal" pupils in intramural team sports and in interschool team sports. There is also some participation with "normal" pupils in intramural recreation sports.

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

There is very strong opinion on the part of the respondents that the educable mentally retarded can be taught physical education successfully in classes with "normal" pupils, but that the trainable retarded can not be taught with "normal" pupils, and that the trainable and educable mentally retarded should not be taught in the same classes. There is from 85% to 95% agreement that physical education teachers who have mentally retarded in classes should have some professional preparation for work with the mentally retarded. There is an equally strong feeling that all teachers with mentally retarded pupils in their classes should have a basic understanding of physical education and recreation.

There is an 85% agreement that colleges and universities should add courses in physical education and recreation for all workers with the mentally retarded pupils in public schools. There is a belief that is nearly unanimous on the part of respondents at all school levels that instruction in physical education and recreation can help the social and emotional development of mentally retarded pupils.

PRINCIPAL SHORTCOMINGS OF SCHOOL PROGRAMS IN PHYSICAL EDUCATION FOR MENTALLY RETARDED PUPILS AS REVEALED BY THE SURVEY

1. Many more teachers of physical education are needed, and these should have professional preparation for work with the mentally retarded.
2. There is a need for all teachers with mentally retarded pupils in their classes to have a better understanding of the mentally retarded.
3. The mentally retarded should be taught in physical education classes with "normal" pupils at least part of the time, but modified activities suitable to the mentally retarded should be ~~should be~~ provided to a greater extent. There should be some instruction in physical education for mentally retarded pupils in classes separate from those with "normal" pupils.
4. There should be instruction in physical education for all pupils, especially the younger ones, and there should be a daily period of physical education for all pupils in public schools.
5. The program of activities in physical education for the mentally retarded should be enriched. Skills in recreation sports should be taught, at least in junior and senior high schools.
6. Instruction in swimming is strikingly lacking. Studies have shown that swimming is the best liked recreation activity, and is especially suitable for the mentally retarded.

7. There is a marked deficiency in gymnasiums and play room in primary and elementary schools. All schools of 300 or more enrollment need a gymnasium, playfield, showers and dressing rooms, corrective exercise room, hard surface outdoor area, running track, softball diamonds, and a swimming pool if at all possible.
8. A greater variety of recreation activities is needed. more day-camping and summer camping is an especial need.
9. More opportunity is need^{ed} for participation by mentally retarded pupils in intramural sports programs, and more opportunity for the mentally retarded to participate on teams with "normal" pupils, in both team sports and intramural recreation sports.
10. There is a need for more medical health services in public schools with mentally retarded pupils, as well as for all pupils.
11. Physical fitness testing should be increased for all mentally retarded pupils.
12. Colleges and universities should be encouraged to add courses in physical education and recreation for all workers in special education and for all workers with the mentally retarded.

CHARACTERISTICS OF A GOOD PROGRAM OF PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

On the basis of findings in this survey it is the opinion of this research consultant that the following would be found in good school programs:

1. The educable mentally retarded are taught physical education in classes with "normal" pupils part of the time and by themselves part of the time.
2. There is a daily period of not less than 45 minutes of physical education, with the mentally retarded having one or two of the periods by themselves.
3. Mentally retarded pupils are grouped chronologically for physical education within a four or five year span.
4. Teachers of physical education with mentally retarded pupils in their classes have had special preparation for instructing mentally retarded,
5. There is a program of health instruction for the mentally retarded in each school year.
6. Medical examinations by family physicians, or by school physicians, are given the mentally retarded before entrance to schooling and each year thereafter. This is supplimented by examinations when pupils are referred by teachers or nurses. There is daily observation of pupils by teachers for signs of possible health disorders.
7. Facilities for physical education and recreation, depending on the enrollment and level of the school, includes adequate play and athletic fields, a gymnasium, shower and dressing rooms, corrective exercise room, hard surface outdoor area suitable for tennis courts, running track and field, and swimming pool.

8. Equipment and supplies for physical education and recreation are provided in sufficient amounts and kind to supply the program, and so that there is no waiting by pupils for activity.
9. Recreation leaders for the mentally retarded have a college major in recreation, and some special instruction for work with the mentally retarded.
10. All schools and especially those with mentally retarded pupils have a program rich in opportunities for pupil recreation. There is a good intramural sports program under trained leadership for both boys and girls, with special attention paid to mentally retarded participants who compete on teams with "normal" pupils.
11. Teachers who have mentally retarded pupils in their classes have had some professional preparation in physical education and recreation especially oriented for work with the mentally retarded.
12. The mentally retarded live in a community with a good year around and summer recreation program which provides special attention to the needs of the mentally retarded. Such programs would have public playgrounds, public swimming pools, handcraft, music, dramatics, nature programs, social programs, art instruction, and all available to the mentally retarded, under trained recreation leaders.

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a National Survey Supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D. Research Consultant

Final Report - Section I, PRIMARY SCHOOLS (grades K, 1-4)

The number of primary schools returning a questionnaire was 40. Of these 35 were schools in which physical education was taught the retarded in classes with "normal" pupils. All schools were coeducational. The 40 schools were located in 22 states, and came from population areas of under 10,000 = 18, areas of 10,000 to 100,000 = 18, and areas over 100,000 = 4.

Approximately 612 pupils were educable retarded, 195 were trainable retarded, a total of 807 mentally retarded boys and girls. They were taught physical education by 18 men and 21 women teachers. Of these teachers 6 men and 4 women had 1-3 years experience, 5 men and 12 women had 4-9 years experience, and 3 men and 6 women had more than 10 years experience.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys was an average of 34.7 minutes per week, and periods for girls averaged 35.1 minutes per week. The mean number of physical education periods per week was 3.7, but 41.9 per cent of the schools had five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 50.0%, and Girls = 47.5%.
2. Physical education for the mentally retarded was taught in classes with "normal" pupils: Boys = 17.5%, and Girls = 15.0%.
3. Physical education was taught in regular classes with "normal" pupil, but the mentally retarded were given modified activities: Boys = 5.0%, and Girls = 5%.
4. Physical education for the mentally retarded was taught on some days with "normal" pupils depending on the kind of activities scheduled: Boys = 10.0%, Girls = 10%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 35.0%, and Girls = 32.5%.

SP0668412

| ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools) | Never Taught | Occasionally | Regularly each week | zero or less |
|---|--------------|--------------|---------------------|--------------|
| 1. Basic movements, walking, skipping, etc. | 0.0 | 25.0 | 67.5 | 7.5 |
| 2. Bowling on gym floor or in alleys | 40.0 | 25.0 | 0.0 | 35.0 |
| 3. Calisthenics, conditioning exercises, etc. | 2.5 | 25.0 | 35.0 | 12.5 |
| 4. Corrective exercises (adapted physical education) | 25.0 | 22.5 | 35.0 | 17.5 |
| 5. Combatives, hand contests, tug-of-war, etc. | 40.0 | 30.0 | 0.0 | 30.0 |
| 6. Games designed to teach, body parts, directions | 2.5 | 37.5 | 45.0 | 15.0 |
| 7. Gymnastic apparatus, bars, trampoline, horse, etc. | 32.5 | 22.5 | 5.0 | 30.0 |
| 8. Highly organized games, kickball, dodgeball, etc. | 10.0 | 50.0 | 17.5 | 22.5 |
| 9. Musical play, singing games, rhythm band, etc. | 5.0 | 47.5 | 37.5 | 10.0 |
| 10. Physical fitness tests, run, jump, throw, etc. | 7.5 | 40.0 | 30.0 | 22.5 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 50.0 | 15.0 | 0.0 | 30.0 |
| 12. Rhythms, folk dance, marching, social dance, etc. | 5.0 | 52.5 | 27.5 | 15.0 |
| 13. Simple games, lead-up games, chasing games, etc. | 0.0 | 37.5 | 52.5 | 10.0 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 45.0 | 25.0 | 5.0 | 25.0 |
| 15. Swimming, diving, water games, etc. | 65.0 | 2.5 | 2.5 | 30.0 |
| 16. Team sports, softball, volleyball, basketball, etc. | 40.0 | 22.5 | 12.5 | 25.0 |
| 17. Track and field, relays, cross-country, etc. | 47.5 | 25.0 | 0.0 | 27.5 |
| 18. Winter play, skating, sledding, etc. | 67.5 | 2.5 | 0.0 | 30.0 |

FACILITIES AVAILABLE FOR MR IN PE AND RECREATION

| | ONE | | TWO | | THREE | | ZERO OR LESS | |
|--|-----|------|-----|------|-------|-----|--------------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Play field, athletic field | 25 | 62.5 | 2 | 5.0 | 3 | 7.5 | 11 | 27.5 |
| 2. Basketball court | 10 | 25.0 | 4 | 10.0 | 0 | 0 | 26 | 65.0 |
| 3. Bowling alley | 3 | 7.5 | 0 | 0 | 0 | 0 | 37 | 92.5 |
| 4. Camp site | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 100.0 |
| 5. Corrective exercise room | 3 | 7.5 | 1 | 2.5 | 0 | 0 | 36 | 90.0 |
| 6. Gymnasium floor | 15 | 37.5 | 2 | 5.0 | 1 | 2.5 | 22 | 55.0 |
| 7. Handball court or wall | 3 | 7.5 | 1 | 2.5 | 0 | 0 | 36 | 90.0 |
| 8. Hard surface outdoor area | 23 | 57.5 | 1 | 2.5 | 0 | 0 | 16 | 40.0 |
| 9. Running track and field | 4 | 10.0 | 1 | 2.5 | 0 | 0 | 35 | 87.5 |
| 10. Shower and dressing room | 4 | 10.0 | 7 | 17.5 | 0 | 0 | 29 | 72.5 |
| 11. Swimming pool | 1 | 2.5 | 0 | 0 | 0 | 0 | 39 | 97.5 |
| 12. Softball diamond, baseball diamond | 14 | 35.0 | 2 | 5.0 | 1 | 2.5 | 33 | 82.5 |
| 13. Tennis court | 1 | 2.5 | 0 | 0 | 0 | 0 | 39 | 97.5 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED

| | Number and Percentages | | | | Zero or Less | | | |
|--|------------------------|-------|-----|------|--------------|------|-----|------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Assorted sized rubber balls | 37 | 92.5 | 3 | 7.5 | 3 | 7.5 | 3 | 7.5 |
| 2. Playground apparatus, slides, swings, jungle gym | 25 | 62.5 | 15 | 37.5 | 15 | 37.5 | 15 | 37.5 |
| 3. Apparatus, horse, trampoline, slides jungle gym | 12 | 30.0 | 28 | 70.0 | 28 | 70.0 | 28 | 70.0 |
| 4. Piano, record player, drums, records | 40 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 5. Roller skates, ice skates, etc. | 5 | 12.5 | 35 | 87.5 | 35 | 87.5 | 35 | 87.5 |
| 6. Play supplies, bean bags, jump ropes, indian clubs, ribbons | 34 | 85.0 | 6 | 15.0 | 6 | 15.0 | 6 | 15.0 |
| 7. Softballs, basketballs, volleyballs, etc. | 32 | 80.0 | 8 | 20.0 | 8 | 20.0 | 8 | 20.0 |
| 8. Tennis, volleyball, badminton, paddle tennis, supplies | 6 | 15.0 | 34 | 85.0 | 34 | 85.0 | 34 | 85.0 |
| 9. Table game supplies, box hockey, etc. | 7 | 17.5 | 33 | 82.5 | 33 | 82.5 | 33 | 82.5 |
| 10. Tumbling mats | 32 | 80.0 | 8 | 20.0 | 8 | 20.0 | 8 | 20.0 |

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS

| | School Programs | | GIRLS | | Community Programs | | GIRLS | |
|--|-----------------|-------|-------|------|--------------------|------|-------|------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, day camping, etc. | 20 | 100.0 | 8 | 20.0 | 10 | 25.0 | 10 | 25.0 |

RECREATION ACTIVITIES AVAILABLE
FOR MENTALLY RETARDED PUPILS

| | School Programs | | Community Programs | |
|--|-----------------|-------|--------------------|-------|
| | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % |
| 1. Cook-outs, picnics, camping, etc. | 8 | 20.0 | 8 | 20.0 |
| 2. Dramatics, story plays, acting, etc. | 23 | 57.5 | 1 | 2.5 |
| 3. Construction play, trails, dams, etc. | 6 | 15.0 | 2 | 5.0 |
| 4. Music, singsongs, rhythm bands, etc. | 29 | 72.5 | 4 | 10.0 |
| 5. Nature play, trips, collections, etc. | 18 | 45.0 | 4 | 10.0 |
| 6. Handcraft, weaving, clay modeling | 36 | 90.0 | 6 | 15.0 |
| 7. Painting, drawing, sand craft, etc. | 35 | 87.5 | 6 | 15.0 |
| 8. Social parties, dances, movies, etc. | 22 | 55.0 | 6 | 15.0 |
| 9. Swimming, water games, boating, etc. | 3 | 7.5 | 9 | 22.5 |
| 10. Sports, softball, tennis, soccer | 6 | 15.0 | 5 | 12.5 |

 COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

| | School Programs | | Community Programs | |
|--|-----------------|-------|--------------------|-------|
| | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % |
| 1. Intramural team sports, (softball, soccer, etc.) on teams of MR only | 1 | 2.5 | 2 | 5.0 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 6 | 15.0 | 3 | 7.5 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 2 | 5.0 | 2 | 5.0 |
| 4. Intramural recreation sports (tennis, badminton) on teams of MR only | 1 | 2.5 | 2 | 5.0 |
| 5. Intramural recreation sports (as above) on teams with "normal" pupils | 4 | 10.0 | 2 | 5.0 |
| 6. Interschool team sports of MR vs. teams of MR from other schools | 2 | 5.0 | 5 | 12.5 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city | 8 | 20.0 | 14 | 35.0 |
| 8. Interschool recreation sports vs. teams of MR in same city | 13 | 32.5 | 6 | 15.0 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools | 13 | 32.5 | 7 | 17.5 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools | 13 | 32.5 | 13 | 32.5 |

 TEST AND EVALUATION PROCEDURES USED
WITH THE MENTALLY RETARDED

| | EDUCABLE | | TRAINABLE | |
|--|----------|-------|-----------|-------|
| | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % |
| 1. Medical examinations are given annually | 11 | 27.5 | 3 | 7.5 |
| 2. Medical examinations are given periodically, every 3 or 4 years | 8 | 20.0 | 3 | 7.5 |
| 3. Medical exams are given at entrance and when referred by teachers, nurses | 22 | 55.0 | 4 | 10.0 |
| 4. There is daily observation of health signs by teachers or nurse | 33 | 82.5 | 8 | 20.0 |
| 5. Physical fitness tests are used such as AAHPER Youth Fitness Manual tests | 10 | 25.0 | 1 | 2.5 |
| 6. Height and weight are recorded at regular intervals | 33 | 82.5 | 8 | 20.0 |
| 7. Grades on achievement in PE are given at regular intervals | 16 | 40.0 | 2 | 5.0 |
| 8. There is a plan for evaluating improvement in growth & development | 17 | 42.5 | 6 | 15.0 |
| 9. There is a plan for evaluating social and emotional development | 15 | 37.5 | 5 | 12.5 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

| YES No. | NO No. | % | ZERO or 1 R No. | % |
|------------|-----------|---|--------------------|---|
|------------|-----------|---|--------------------|---|

| | | | | | | |
|--|----|------|----|------|----|------|
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 26 | 65.0 | 6 | 15.0 | 8 | 20.0 |
| 2. Can TRAINABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 3 | 7.5 | 24 | 60.0 | 13 | 32.5 |
| 3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfactorily in same PE classes? | 8 | 20.0 | 19 | 47.5 | 13 | 32.5 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for work with MR? | 38 | 95.0 | 1 | 2.5 | 1 | 2.5 |
| 5. Should teachers of MR whose duties include teaching PE have some preparation in PE? | 38 | 95.0 | 2 | 5.0 | 0 | 0 |
| 6. Would you prefer MR taught PE by regular PE teachers even if they have no preparation for the MR? | 25 | 62.5 | 14 | 35.0 | 1 | 2.5 |
| 7. Should recreation leaders with MR have preparation in recreation and MR for work with MR? | 36 | 90.0 | 0 | 0 | 4 | 10.0 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 36 | 90.0 | 1 | 2.5 | 3 | 7.5 |
| 9. Should colleges add special courses in PE and recreation for work with the MR? | 32 | 80.0 | 4 | 10.0 | 4 | 10.0 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded? | 39 | 97.5 | 1 | 2.5 | 0 | 0 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more time for the mentally retarded to be taught physical education in classes by themselves. | | | | | | |

SUMMARY

1. The number of primary schools (40) is rather small as a basis for conclusions, however, the replies were from 22 states.
2. As regards population areas, 18 schools were from areas under 10,000; 18 schools were from areas of 10,000 to 100,000; and 4 schools were from areas over 100,000.
3. Thirty-five of the 40 schools had both "normal" and retarded pupils.
4. All 40 schools were coeducational.
5. In half of the schools physical education for the mentally retarded is taught in classes separate from those with "normal" pupils.
6. The most frequently taught activities in physical education are: Basic movements, calisthenics, corrective exercises, games designed to teach body parts, etc., Highly organized games, musical play, physical fitness tests, rhythms, and simple games. This represents a fairly good program.
7. Facilities for physical education are limited since more than half of the schools report only a play field and a hard surface outdoor area.
8. The most frequently mentioned equipment and supplies for physical education were: assorted sized rubber balls, playground apparatus, piano or record player, play supplies as bean bags, softballs, and tumbling mats.
9. Recreation activities available to the mentally retarded include in more than one half the schools: Dramatics, Music, handcraft, painting, social parties.
10. Medical examinations are given at entrance and when pupils are referred by teachers or nurses, daily observation of health signs, and height and weight are items that are checked by more than half the schools.
11. The belief that physical education teachers should ^{have} preparation for the mentally retarded, that workers with the mentally retarded need a knowledge of physical education, and that colleges should offer courses in physical education and recreation for workers with the mentally retarded are strongly supported.

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by the Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section II, ELEMENTARY SCHOOLS (grades K, 1-6, mostly 1-5)

The number of ELEMENTARY schools returning a questionnaire was 754, a mean of 14.5 from the states. Each state and the District of Columbia returned one or more questionnaires, from 1 to 34. Coeducational schools = 746, 1boys only, NR = 7. The schools came from population areas: under 10,000 = 211, 28.0%; 10,000 to 100,000 = 377, 50.0%; over 100,000 = 145, 19.2%; NR = 21, 2.8%.

Mentally retarded came from schools with "normal" pupils = 730 schools, from schools for Special Education only = 3, entire school for MR = 4, entire school for Educable = 8, entire school for Trainable = 2, NR = 7. Approximately 27,005 of pupils were educable, and 6,607 were trainable, a total of approximately 29,612 MR. Schools enrolling "normal" and Educable only = 525, schools for "normal" and both educable and trainable = 165, schools; schools with "normal" pupils and trainable only = 56; NR = 8.

Of teachers who taught some physical education, 1,465 were men, and 7,125 were women. As to years of teaching experience of teachers now teaching PE: Men; 146 from 1-3 years; 139 from 4 to 9 years; 64 over 10 years, WOMEN; 113 from 1 to 3 years; 114 from 4 to 9 years; 72 from over 10 years; NR, Men = 405; NR Women = 435.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys was 36.2 minutes, and for girls was 36.0 minutes, NR for boys = 173, for girls = 328. The mean number of periods per week was 3.7, although 48.5% of schools reported five periods of PE per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils; Boys = 52.2%, and Girls = 51.6%. NR = 360 for Boys, 365 G.
2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils: Boys = 27.6%, and Girls = 26.2%. NR = ~~365~~ for boys, 546, for girls = 546.
3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 7.0%, and Girls = 7.3%. NR for boys = 701, for girls = 699.
4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils, Boys = 11.0%, NR = 671; and for Girls = 10.1%, NR = 678.
depending on kind of activities scheduled;
5. There is NO formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 20.3%, NR = 601; and Girls = 19.2%, NR = 607.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)

| | Never Taught | Occas- ionally Taught | Regular- ly each week | Zero or NR |
|--|-----------------|-----------------------------|-----------------------------|---------------|
| 1. Basic movements, walking, skipping, etc. | 4.9 | 43.6 | 45.3 | 6.2 |
| 2. Bowling on gym floor or in alleys | 23.3 | 55.4 | 18.5 | 3.8 |
| 3. Calisthenics, conditioning exercises, etc. | 3.2 | 30.6 | 57.9 | 8.3 |
| 4. Corrective exercises (adapted physical education) | 29.6 | 33.9 | 19.9 | 16.4 |
| 5. Combatives, hand contests, wrestling, tug-of-war, etc. | 42.3 | 35.8 | 2.6 | 19.3 |
| 6. Games designed to teach, body parts, directions, etc. | 5.9 | 47.7 | 37.7 | 8.7 |
| 7. Gymnastic apparatus, bars, trampoline, horse, ropes, etc. | 40.9 | 32.7 | 9.5 | 16.8 |
| 8. Highly organized games, kickball, dodgeball, etc. | 9.3 | 46.0 | 34.7 | 10.0 |
| 9. Musical play, singing games, rhythm band, marching, etc. | 7.9 | 47.5 | 36.5 | 8.1 |
| 10. Physical fitness tests, run, jump, throw, pull-ups, etc. | 14.7 | 51.2 | 24.1 | 10.0 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 64.7 | 12.4 | 1.4 | 21.5 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 10.8 | 57.8 | 23.7 | 7.7 |
| 13. Simple games, lead-up games, chasing games, etc. | 2.4 | 48.5 | 43.7 | 5.8 |
| 14. Stunts, tumbling, mimetics, pyramid building, etc. | 35.3 | 40.8 | 7.7 | 16.2 |
| 15. Swimming, water games, diving, boating, etc. | 70.8 | 4.5 | 3.7 | 21.0 |
| 16. Team sports, softball, basketball, volleyball, etc. | 21.5 | 43.7 | 23.4 | 11.4 |
| 17. Track and field, relays, long hikes, cross-country, etc. | 45.1 | 33.0 | 3.9 | 18.0 |
| 18. Winter play, skating, sledding, etc. | 72.5 | 5.4 | 1.0 | 21.0 |

| FACILITIES AVAILABLE IN PE FOR MENTALLY RETARDED | No. | ONE % | No. | TWO % | No. | THREE % | No. | ZERO OR NR % |
|---|-----|----------|-----|----------|-----|------------|-----|-----------------|
| 1. Play field, athletic field | 494 | 65.5 | 88 | 11.7 | 21 | 2.8 | 135 | 17.9 |
| 2. Basketball court | 368 | 48.9 | 104 | 13.8 | 22 | 2.9 | 233 | 30.9 |
| 3. Bowling alley | 34 | 4.5 | 2 | .3 | 1 | .1 | 715 | 94.8 |
| 4. Camp site | 21 | 2.8 | 3 | .4 | 0 | 0.0 | 725 | 96.1 |
| 5. Corrective exercise room | 54 | 7.1 | 2 | .2 | 1 | .1 | 695 | 92.1 |
| 6. Gymnasium floor | 417 | 55.3 | 37 | 4.9 | 0 | 0.0 | 290 | 38.4 |
| 7. Handball court or wall | 79 | 10.5 | 24 | 3.2 | 1 | .1 | 647 | 85.8 |
| 8. Hard surface outdoor area | 417 | 55.3 | 63 | 8.3 | 14 | 1.8 | 244 | 32.3 |
| 9. Running track and field | 207 | 27.4 | 8 | 1.1 | 0 | 0.0 | 535 | 72.3 |
| 10. Shower and dressing room | 115 | 15.2 | 73 | 9.7 | 6 | .8 | 552 | 73.2 |
| 11. Swimming pool | 45 | 5.9 | 4 | .5 | 0 | 0.0 | 704 | 93.3 |
| 12. Softball diamond, baseball | 321 | 42.6 | 91 | 12.1 | 42 | 5.6 | 339 | 44.9 |
| 13. Tennis court | 38 | 5.0 | 22 | 2.9 | 5 | .6 | 681 | 90.3 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED

| | Number and Percentages | | | |
|---|------------------------|------|-----|------|
| | No. | % | No. | % |
| 1. Assorted sized rubber balls | 699 | 92.7 | 55 | 7.3 |
| 2. Playground apparatus, slides, swings, jungle gym | 513 | 68.0 | 241 | 32.0 |
| 3. Apparatus, horse, trampoline, ropes, slides | 315 | 41.8 | 439 | 58.2 |
| 4. Piano, record player, drums, records | 682 | 90.5 | 72 | 9.5 |
| 5. Roller skates, ice skates, etc. | 32 | 4.2 | 722 | 95.8 |
| 6. Play supplies, bean bags, ribbons, jump ropes, etc. | 633 | 83.9 | 121 | 16.1 |
| 7. Softballs, basketballs, volleyballs, etc. | 684 | 90.7 | 70 | 9.3 |
| 8. Tennis, badminton, volleyball, paddle tennis, supplies | 217 | 28.8 | 537 | 71.2 |
| 9. Table game supplies, box hockey, etc. | 105 | 13.9 | 649 | 86.1 |
| 10. Tumbling mats | 486 | 64.4 | 268 | 35.6 |

RECREATION ACTIVITIES AVAILABLE
FOR MENTALLY RETARDED PUPILS

| RECREATION ACTIVITIES AVAILABLE FOR MENTALLY REPAIRED PUPILS | School Programs | | | | Community Programs | | | |
|---|-----------------|------|-----|-------|--------------------|------|-----|-------|
| | No. | BOYS | No. | GIRLS | No. | BOYS | No. | GIRLS |
| 1. Cook-outs, picnics, camping | 110 | 14.6 | 106 | 14.0 | 155 | 20.5 | 147 | 19.5 |
| 2. Dramatics, story plays, etc. | 352 | 46.7 | 347 | 46.0 | 57 | 7.5 | 57 | 7.5 |
| 3. Construction play, trails, dams | 64 | 8.5 | 59 | 7.8 | 28 | 3.7 | 29 | 3.8 |
| 4. Music, singsongs, rhythm bands | 491 | 65.1 | 481 | 63.8 | 57 | 7.5 | 58 | 7.6 |
| 5. Nature play, trins, collection | 322 | 42.7 | 314 | 41.6 | 64 | 8.5 | 63 | 8.4 |
| 6. Handcraft, weaving, modeling | 506 | 67.1 | 490 | 64.9 | 98 | 12.9 | 94 | 12.4 |
| 7. Painting, drawing, sand craft | 562 | 74.5 | 547 | 72.5 | 87 | 11.5 | 91 | 12.1 |
| 8. Social parties, dances, movies | 411 | 54.5 | 406 | 53.8 | 116 | 15.4 | 118 | 15.6 |
| 9. Swimming, water games, etc. | 58 | 7.7 | 56 | 7.4 | 131 | 17.4 | 126 | 16.7 |
| 10. Sports, softball, soccer, etc. | 228 | 30.2 | 207 | 27.4 | 99 | 13.1 | 83 | 11.0 |

COMPETITIVE SPORT PROGRAMS PAR-
TICIPATED IN BY MENTALLY RETARDED

| COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED | School Programs | | | | Community Programs | | | |
|---|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports (softball, soccer) on teams of MR only | 28 | 3.7 | 34 | 4.5 | 23 | 3.1 | 14 | 1.9 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 188 | 25.0 | 42 | 5.6 | 86 | 11.4 | 20 | 2.7 |
| 3. Intramural team sports of MR vs. teams of "normal" pupils | 16 | 2.1 | 18 | 2.4 | 10 | 1.3 | 7 | .9 |
| 4. Intramural recreation sports (tennis) on teams of MR only | 16 | 2.1 | 14 | 1.8 | 18 | 2.4 | 14 | 1.8 |
| 5. Intramural recreation sports on teams with "normal" pupils | 93 | 12.4 | 73 | 9.7 | 33 | 4.4 | 26 | 3.4 |
| 6. Interschool team sports of MR vs. teams of MR from other schools | 9 | 1.2 | 5 | .6 | 53 | 7.0 | 172 | 22.8 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools | 125 | 16.6 | 148 | 19.7 | 167 | 22.2 | 78 | 10.4 |
| 8. Interschool recreation sports vs. teams of MR in same city | 129 | 17.1 | 76 | 10.1 | 71 | 9.4 | 84 | 11.1 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. similar teams other schools | 193 | 25.6 | 78 | 10.3 | 59 | 7.8 | 131 | 17.4 |
| 10. Interschool recreation sports on teams of MR vs teams of "normal" pupils from other schools | 170 | 22.5 | 94 | 12.4 | 142 | 18.8 | 163 | 21.7 |

TEST AND EVALUATION PROCEDURES
USED WITH MENTALLY RETARDED

| | No. | EDUCABLE | | N = 525 | No. | TRAINABLE | | N = 221 |
|---|-----|----------|-------|---------|-----|-----------|-------|---------|
| | | BOYS | GIRLS | | | BOYS | GIRLS | |
| 1. Medical examinations given annually | 135 | 25.7 | 135 | 25.7 | 70 | 31.6 | 70 | 31.6 |
| 2. Medical exams given periodically every three or four years | 187 | 35.6 | 183 | 34.8 | 62 | 28.0 | 61 | 27.6 |
| 3. Medical exams given at entrance and when pupils referred | 367 | 69.9 | 360 | 68.6 | 109 | 49.3 | 109 | 49.3 |
| 4. There is daily observation of health signs by teachers, nurse | 573 | 75.9 | 568 | 75.3 | 172 | 77.8 | 171 | 77.4 |
| 5. Physical fitness tests are used such as AAHPER fitness tests | 184 | 35.0 | 177 | 33.7 | 28 | 12.6 | 28 | 12.6 |
| 6. Height and weight are recorded at regular intervals | 565 | 74.9 | 558 | 74.0 | 164 | 74.2 | 164 | 74.2 |
| 7. Grades on achievement in PE are given at regular intervals | 366 | 69.7 | 362 | 68.9 | 67 | 30.3 | 66 | 29.8 |
| 8. There is a plan for evaluating improvement in growth, develop. | 342 | 65.1 | 341 | 64.9 | 97 | 43.9 | 98 | 44.3 |
| 9. There is a plan for evaluating social, emotional development | 332 | 63.2 | 330 | 62.8 | 103 | 46.6 | 103 | 46.6 |

OPINIONS ON INSTRUCTION IN PHYSICAL
EDUCATION FOR THE MENTALLY RETARDED

| | YES | | NO | | ZERO OR MR | |
|---|-----|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 504 | 66.9 | 158 | 21.0 | 91 | 12.1 |
| 2. Can TRAINABLE MR be taught satisfactorily in PE classes with "normal" pupils? | 29 | 3.8 | 504 | 66.9 | 220 | 29.3 |
| 3. Can EDUCABLE AND TRAINABLE MR be taught satisfactorily in same PE classes? | 154 | 20.4 | 384 | 50.9 | 216 | 28.7 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for the MR? | 672 | 89.1 | 40 | 5.3 | 42 | 5.6 |
| 5. Should teachers of MR who teach PE have some preparation in PE? | 697 | 92.4 | 19 | 2.5 | 38 | 5.1 |
| 6. Would you prefer MR taught PE by regular PE teachers even with no preparation for MR? | 432 | 57.4 | 260 | 34.5 | 54 | 7.2 |
| 7. Should recreation leaders with MR have preparation in recreation and MR for the MR? | 683 | 90.6 | 17 | 2.2 | 54 | 7.2 |
| 8. Should all workers with the MR have a basic understanding of PE and Recreation? | 678 | 89.9 | 39 | 5.1 | 37 | 5.0 |
| 9. Should colleges add special courses in PE and recreation for work with the MR? | 667 | 88.5 | 42 | 3.6 | 45 | 5.9 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded? | 731 | 96.9 | 1 | .2 | 22 | 2.9 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more time for the mentally retarded to be taught physical education by themselves. | | | | | | |

SUMMARY

1. Replies were received from every state and District of Columbia, from one reply from Alaska to 34 from north carolina and 33 from several states, a total of 754 and a mean reply of 14.5.
2. As regards population areas, 211 schools were from areas of under 10,000, 377 schools were from areas of 10,000 to 100,000, and 145 schools were from areas of over 100,000 population, with 21 with MR.
3. Almost all schools (730) enrolled both "normal" and mentally retarded pupils.
4. There were approximately 27,005 educable boys and girls, and 6,607 trainable pupils.
5. Teaching experience of teachers now teaching physical education was: Men, 1-3 years = 146; 4 to 9 years = 139; over 10 years = 64; WOMEN, 1-3 years = 113; 4 to 9 years = 114; over 10 years = 92. Total men = 349, and total women = 319, with men MR=405 and women MR = 435.
6. Half of the schools taught boys and girls in classes of physical education separate from those for "normal" pupils. The average length of physical education periods was 36 minutes for both boys and girls, The average number of periods per week was 3.7, with 48.5 per cent of schools having five periods per week.
7. The physical education curriculum consisted predominantly (2/3 or more) of: Basic movements; Calisthenics; Games designed to teach directions, etc.; Highly organized games; Simple games; Rhythms; and team sports. There is taught practically no bowling, corrective exercises, racket play, swimming, track and field, and winter play. Very little intramural or interschool participation is indicated.
8. Facilities are limited to play fields, gymnasiums floors, basketball courts, outdoor hard surface areas, and softball diamonds. Equipment and supplies included rubber balls, playground apparatus, play supplies, record player or piano, softballs, tumbling mats. The lack of swimming pools, gymnastic apparatus, is marked.

9. Recreation activities most frequently reported are: dramatics, music, handicrafts, painting, and nature play. However, only handicrafts, music, and painting was reported by as many as two-thirds of the schools.
10. One fourth of the schools report that medical examinations are given annually, but the common practice is to give medical examinations only when pupils are referred by teachers or nurses.
11. Three-fourths of the schools report daily observation of pupils for signs of possible health disorders.
12. Physical fitness tests are reported in only one-third of the schools.
13. Height and weight, grades on achievement in physical education, a plan for evaluating improvement in growth and development, a plan for evaluating social and emotional development are reported by two-thirds of the schools.
14. Respondents believe that educable retardates can be taught physical education in classes with "normal" pupils, but that trainables can not.
15. There is an almost unanimous belief that teachers of physical education should have preparation for work with the mentally retarded, that workers with mentally retarded should have preparation in physical education, that recreation leaders with mentally retarded should have professional preparation in recreation and in work with the mentally retarded, and that colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded.

THE PRINCIPAL DEFICIENCIES APPEAR TO BE A LACK OF:

1. Better health supervision
2. Improved facilities for a richer program in physical education and recreation.
3. Teachers of physical education especially prepared for work with the mentally retarded.
4. A better balanced program of physical education, including instruction in swimming.
5. A daily period of physical education in all schools.
6. A program of physical education especially designed to meet the needs of the mentally retarded.
7. More provision for supervised intramural sports in elementary schools.

American Association for Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by a grant from the Joseph P. Kennedy Jr.
Foundation. David K. Brace, Ph.D., Research Consultant

Section III, JUNIOR HIGH SCHOOLS

This section of the report is based upon returned questionnaires from 295 Junior High schools (grades 7-9), from 45 states, a mean return of 6.55.

Returns from population areas were: 44 from areas under 10,000; 188 from areas of 10,000 to 100,000; and 55 from areas of over 100,000 population, with NR = 8

Number of schools enrolling both mentally retarded and "normal" pupils = 288, schools for MR only = 1, schools for educables only = 5, NR = 1. Schools for educable only = 265; schools for trainables only = 3; schools with both educables and trainables = 30, NR = 2. Nearly all of the schools were coeducational = 290.

Educable mentally retarded pupils in the schools = approximately 10,355; schools enrolling trainable retarded = approximately 685 pupils. Men teaching physical education were approximately 1,810, and women were approximately 1,810.

As to teaching experience: MEN 1-3 years = 53 or 17.9%, 4-9 years 132 or 44.7%, and over 10 years 76 or 25.7%; WOMEN 1-3 years = 69 or 23.4%, 4-9 115 or 39.0%, over 10 years 69 or 14.2%; Men had MR = 34 or 11.5%, and women had MR of 42 or 14.2%, a total of 590 teachers of physical education.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils; Boys = 16.9%, and Girls = 17.3%; NR for boys = 80.0% and for girls = 82.7%.
2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils; Boys = 77.3%, NR = 22.7; and Girls = 75.2%, NR = 24.7%.
3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 17.5%, NR = 82.5%, and Girls = 16.6%, and NR = 83.4%.
4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils depending on kind of activities scheduled: Boys = 4.4%, and NR = 95.6%, Girls = 4.4%, and NR = 95.6%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 4.1%, and NR = 95.9%; Girls = 2.7%, and NR = 97.3%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys averaged 46.5 minutes, and for girls averaged 38.9 minutes. The mean number of periods per week was 4.66, but 48.0% had five periods per week.

| ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools) | Never Taught | Occas- ional- ly | Recur- rently each week | Zero or NR |
|--|-----------------|------------------------|----------------------------------|---------------|
| 1. Basic movements, walking, skipping, etc. | 13.2 | 53.2 | 4.1 | 9.5 |
| 2. Bowling on gym floor or in alleys | 53.5 | 21.7 | 2.7 | 22.0 |
| 3. Calisthenics, conditioning exercises, etc. | 1.0 | 19.0 | 76.9 | 3.1 |
| 4. Corrective exercises (adapted physical education) | 32.2 | 36.3 | 14.6 | 16.9 |
| 5. Combatives, hand contests, wrestling, tug-of-war, etc. | 21.0 | 59.6 | 10.5 | 8.9 |
| 6. Games designed to teach, body parts, directions, etc. | 11.8 | 49.5 | 29.1 | 9.5 |
| 7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc. | 16.6 | 61.7 | 15.3 | 6.4 |
| 8. Highly organized games, kickball, dodge ball, etc. | 2.7 | 54.9 | 37.6 | 4.8 |
| 9. Musical play, singing games, rhythm band, etc. | 33.2 | 43.4 | 5.8 | 17.6 |
| 10. Physical fitness tests, run, jump, throw, pull-ups, etc. | 2.4 | 64.7 | 29.2 | 3.7 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 26.1 | 54.9 | 5.8 | 13.2 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 16.3 | 64.1 | 9.8 | 9.8 |
| 13. Simple games, lead-up games, chasing games, etc. | 12.2 | 61.0 | 16.6 | 10.2 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 12.2 | 70.8 | 11.2 | 5.8 |
| 15. Swimming, water games, diving, boating, etc. | 67.5 | 8.8 | 5.4 | 18.3 |
| 16. Team sports, softball, basketball, volleyball, etc. | 2.7 | 52.2 | 41.7 | 3.4 |
| 17. Track and field, relays, cross-country, long hikes, etc. | 13.2 | 64.1 | 14.6 | 8.1 |
| 18. Winter play, skating, sledding, etc. | 75.6 | 5.4 | .7 | 18.3 |

| FACILITIES AVAILABLE IN PE FOR MENTALLY RETARDED | ONE | | TWO | | THREE | | ZERO OR NR | |
|---|-----|------|-----|------|-------|-----|------------|------|
| | No. | % | No. | % | No. | % | no. | % |
| 1. Play field, athletic field | 156 | 52.9 | 68 | 23.0 | 28 | 9.5 | 27 | 9.1 |
| 2. Basketball court | 123 | 41.7 | 87 | 29.5 | 27 | 9.1 | 21 | 7.1 |
| 3. Bowling alley | 19 | 6.4 | 0 | 0 | 0 | 0 | 273 | 92.5 |
| 4. Camp site | 4 | 1.3 | 0 | 0 | 0 | 0 | 290 | 98.3 |
| 5. Corrective exercise room | 46 | 15.6 | 8 | 2.7 | 0 | 0 | 241 | 81.7 |
| 6. Gymnasium floor | 173 | 58.6 | 74 | 25.1 | 7 | 2.4 | 31 | 10.5 |
| 7. Hardball court or wall | 47 | 15.9 | 19 | 6.4 | 1 | .3 | 219 | 74.2 |
| 8. Hard surface outdoor area | 134 | 45.4 | 32 | 10.8 | 6 | 2.0 | 120 | 40.7 |
| 9. Running track and field | 192 | 65.1 | 14 | 4.7 | 2 | .7 | 87 | 29.5 |
| 10. Shower and dressing room | 92 | 31.2 | 154 | 52.2 | 15 | 5.1 | 28 | 9.5 |
| 11. Swimming pool | 40 | 13.6 | 2 | 2.7 | 1 | .3 | 252 | 85.4 |
| 12. Softball diamond, baseball dia. | 95 | 32.2 | 68 | 23.0 | 28 | 9.5 | 38 | 12.9 |
| 13. Tennis court | 41 | 13.9 | 32 | 10.8 | 16 | 5.4 | 187 | 63.4 |

| EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of Schools) | Number & Percentages | | | |
|---|----------------------|------|-----|------|
| | No. | % | No. | % NR |
| 1. Assorted sized rubber balls | 237 | 80.3 | 58 | 19.7 |
| 2. Playground apparatus, slides, swings, jungle gym | 68 | 23.1 | 227 | 76.9 |
| 3. Apparatus, horse, slides, trampoline, bars | 63 | 21.4 | 232 | 78.6 |
| 4. Piano, record player, drums | 212 | 71.9 | 83 | 28.1 |
| 5. Roller skates, ice skates, etc. | 22 | 7.5 | 273 | 92.5 |
| 6. Play supplies, bean bags, ribbons, jump ropes, indian clubs | 174 | 59.0 | 121 | 41.0 |
| 7. Softballs, basketballs, volleyballs, etc. | 283 | 95.9 | 12 | 4.1 |
| 8. Tennis, volleyball, badminton, paddle tennis, supplies | 234 | 79.3 | 61 | 20.7 |
| 9. Table games supplies, box hockey, etc. | 89 | 30.2 | 206 | 69.8 |
| 10. Tumbling mats | 266 | 90.2 | 29 | 9.8 |

RECREATION ACTIVITIES AVAILABLE
FOR MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--------------------------------------|-----------------|------|-----|------|--------------------|------|-----|------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, camping | 31 | 10.5 | 29 | 9.8 | 51 | 17.3 | 48 | 16.2 |
| 2. Dramatics, story plays, etc. | 64 | 21.7 | 62 | 21.0 | 18 | 6.1 | 17 | 5.8 |
| 3. Construction play, trails, dams | 12 | 4.1 | 10 | 3.4 | 8 | 2.7 | 8 | 2.7 |
| 4. Music, Sing-songs, rhythm bands | 114 | 38.6 | 112 | 37.9 | 21 | 7.1 | 18 | 6.1 |
| 5. Nature play, trips, collections | 60 | 20.3 | 57 | 19.3 | 22 | 7.4 | 21 | 7.1 |
| 6. Handcraft, weaving, modeling | 165 | 55.9 | 154 | 52.2 | 38 | 12.9 | 35 | 11.9 |
| 7. Painting, drawing, sand craft | 164 | 55.6 | 158 | 53.6 | 31 | 10.5 | 28 | 9.5 |
| 8. Social parties, dances, movies | 167 | 56.6 | 163 | 55.2 | 54 | 18.3 | 52 | 17.6 |
| 9. Swimming, diving, water games | 35 | 11.9 | 31 | 10.5 | 66 | 22.4 | 61 | 20.7 |
| 10. Sports, softball, soccer, tennis | 165 | 55.9 | 154 | 52.2 | 46 | 15.6 | 43 | 14.6 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|------|-----|------|--------------------|------|-----|------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports (softball, soccer, etc.) on teams of MR only | 9 | 3.1 | 11 | 3.7 | 14 | 4.7 | 2 | .7 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 190 | 64.4 | 132 | 44.7 | 50 | 16.9 | 1 | .3 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 5 | 1.9 | 10 | 3.4 | 1 | .3 | 0 | 0 |
| 4. Intramural recreation sports (tennis, badminton) on teams of MR only | 11 | 3.7 | 10 | 3.4 | 7 | 2.4 | 6 | 2.0 |
| 5. Intramural recreation sports (as above) on teams with "normals" | 133 | 51.9 | 115 | 38.9 | 33 | 11.2 | 25 | 8.5 |
| 6. Interschol team sports (as above) MR vs. teams of MR from schools | 10 | 3.4 | 5 | 1.7 | 31 | 10.5 | 65 | 22.0 |
| 7. Interschol teams sports on teams with "normal" pupils vs. mixed teams from other schools | 86 | 29.1 | 73 | 24.7 | 37 | 12.5 | 31 | 10.5 |
| 8. Interschol recreation sports vs. teams of MR in same city | 20 | 6.8 | 15 | 5.1 | 53 | 17.9 | 12 | 4.1 |
| 9. Interschol recreation sports on teams with "normal" pupils vs. similar teams from other schools | 72 | 24.4 | 57 | 19.3 | 37 | 12.5 | 21 | 7.1 |
| 10. Interschol recreation sports on teams of MR vs. teams of "normal" pupils from other schools | 56 | 18.9 | 11 | 3.7 | 25 | 8.5 | 55 | 18.6 |

TEST AND EVALUATION PROCEDURES USED
WITH THE MENTALLY RETARDED

| | EDUCABLE N=265 | | | | TRAINABLE N=30 | | | |
|---|----------------|------|-----|------|----------------|------|-----|------|
| | No. | % | No. | % | No. | % | No. | % |
| 1. Medical examinations are given annually | 73 | 27.5 | 69 | 26.0 | 9 | 30.0 | 9 | 30.0 |
| 2. Medical examinations are given periodically every 3 or 4 years | 90 | 34.9 | 87 | 32.8 | 8 | 26.7 | 7 | 23.3 |
| 3. Medical exams are given at entrance and when when referred by teachers | 132 | 46.0 | 118 | 44.5 | 11 | 36.7 | 10 | 33.3 |
| 4. There is daily observation of health signs by teachers, nurses | 193 | 72.8 | 186 | 70.2 | 21 | 70.0 | 19 | 63.3 |
| 5. Physical fitness tests are used such as AAFPR Youth Fitness tests | 170 | 64.1 | 163 | 61.1 | 13 | 43.3 | 11 | 36.7 |
| 6. Height and weight are recorded at regular intervals | 201 | 75.8 | 191 | 72.1 | 24 | 80.0 | 20 | 66.7 |
| 7. Grades on achievement in PE are given at regular intervals | 240 | 90.6 | 231 | 87.2 | 17 | 56.7 | 13 | 43.3 |
| 8. There is a plan for evaluating improvement in growth and development | 156 | 58.9 | 147 | 55.5 | 11 | 36.7 | 7 | 23.3 |
| 9. There is a plan for evaluating social and emotional development | 127 | 47.9 | 120 | 45.3 | 10 | 33.3 | 9 | 30.0 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION
FOR THE MENTALLY RETARDED

| | YES | | NO | | ZERO OR MR | |
|--|-----|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 231 | 78.3 | 44 | 14.9 | 20 | 6.8 |
| 2. Can TRAINABLE MR be taught PE satisfactorily in classes with "normal" pupils? | 18 | 6.1 | 170 | 57.6 | 107 | 36.3 |
| 3. Can EDUCABLE and TRAINABLE MR be taught PE satisfactorily in same classes? | 59 | 20.0 | 123 | 41.7 | 113 | 41.7 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for work with MR? | 253 | 85.8 | 26 | 8.8 | 16 | 5.4 |
| 5. Should teachers of MR whose duties include teaching PE have some preparation in PE? | 268 | 90.8 | 10 | 3.4 | 17 | 5.8 |
| 6. Would you prefer MR taught PE by regular PE teachers even if no preparation for the MR? | 213 | 72.2 | 55 | 18.7 | 27 | 9.1 |
| 7. Should recreation leaders with MR have preparation in recreation and MR? | 260 | 88.1 | 10 | 3.4 | 25 | 8.5 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 246 | 83.4 | 25 | 8.5 | 24 | 8.1 |
| 9. Should colleges add special courses in PE and recreation for work with the MR? | 250 | 84.7 | 18 | 6.1 | 27 | 9.1 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded? | 280 | 94.9 | 1 | .3 | 14 | 4.8 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: more facilities and equipment for physical education and recreation; some time in physical education for the mentally retarded to be by themselves; a special teacher of physical education; more social participation for the mentally retarded; improved understanding of the problems of the mentally retarded. | | | | | | |

SUMMARY

1. The 295 questionnaires were returned from schools in 45 states, and in cities of three population areas, but 63.7% were from areas of 10,000 to 100,000 population.
2. Two-hundred-eighty-eight of the schools enrolled both "normal" pupils and mentally retarded. Sixty-five trainable students were enrolled in 30 schools.
3. Practically all schools (290) were coeducational.
4. In three-fourths of the schools mentally retarded were taught physical education in classes with "normal" pupils.
5. The program of PE taught occasionally or regularly in three fourths of the schools consisted of: Basic movements, calisthenics, gymnastic apparatus, highly organized games, physical fitness tests, Simple games, stunts and tumbling, team sports and track and field. Activities taught very little included: bowling, corrective exercises, combatives, games designed to teach body parts, musical play, racket play rhythms, swimming, and winter play.
6. Facilities in half or more of the schools included: athletic field, basketball court, gymnasium floor, shower and dressing room, running track, and ball diamonds. Only 40 of the schools reported a swimming pool.
7. Supplies available for PE and recreation in three fourths of the schools included: rubber balls, piano or record player, softballs, tennis and volleyball supplies, and tumbling mats.
8. There was a limited amount of participation in intramural sports and in interschool sports, in school programs or in community programs.
9. Handcraft and painting or drawing were reported in only half the schools.
10. In one fourth of the schools medical examinations were reported to be given annually. Daily observation of health signs, physical fitness testing, height and weight recording, measurement of achievement in physical education, were reported by three fourths of the schools. Health supervision would appear inadequate.
11. The importance of instruction in physical education and recreation was endorsed by 95% of the respondents.

Spring, 1966, D

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a Survey Supported by a Grant from The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D. , Research Consultant

Section IV - SENIOR HIGH SCHOOLS

This section of the report is based on returned questionnaire from 222 senior high schools (grades 10-12) in 41 of the 51 states, a mean return of 5.41 from the states including District of Columbia.

Returns from population areas were: 51, 22.9% from areas under 10,000; 109, 49.1% from areas of 10,000 to 100,000; 54 from areas of over 100,000, 24.3%; and 8 or 3.7% of NR.

The full report is based on 1,589 returns with one or more from each state.

The number of schools enrolling both "normal" and mentally retarded = 216, 2 from schools for Special Education, 3 from schools for educable only, and 1 NR.

203 schools had educable MR only, 5 had trainable MR only, 12 had both educable and trainable, and 2 NR. 221 schools or 99.4% were coeducational.

As to experience of teachers now teaching physical education (PE): MEN 1-3 years = 26, 11.7%; 4-9 years = 101, 45.4%; over 10 years = 66, 29.7%; NR = 29, 13.0%; WOMEN: 1-3 years = 53, 23.8%; 4-9 years = 94, 42.3%; over 10 years = 41, 19.4%; 34, 15.3% NR.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 28 or 12.6%, NR or zero = 194 or 87.3%; Girls = 29 or 13.0%, NR = 193 or 86.8%.
2. Physical education for mentally retarded was taught in classes WITH "normal" pupils: Boys = 170 or 76.5%, NR = 52 or 23.4%; Girls = 159 or 71.5%, NR = 63 or 28.3%.
3. Physical education was taught the MR in regular classes WITH "normal" pupils, but the MR were given modified activities: Boys = 32 or 14.4%, NR = 190 or 85.5%; Girls = 33 or 14.8%, NR = 189 or 85.0%.
4. Physical education for the MR was taught on some days WITH "normal" pupils depending on the kind of activities scheduled: Boys = 11 or 4.9%, NR = 211 or 94.9%; Girls = 11 or 4.9%, NR = 211 or 94.9%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 19 or 8.5%, NR = 203 or 91.3%; Girls = 20 or 9.0%, NR = 200 or 90.0%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys averaged 47.5 minutes, and for girls averaged 45.9 minutes. The approximate mean number of periods per week was 3.45, but 54% of the schools reported five period per week.

5P000892

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)

| | Never Taught | Occasionally | Regularly each week | Zero or NR |
|--|--------------|--------------|---------------------|------------|
| 1. Basic movements, walking, skipping, etc. | 16.6 | 49.0 | 17.5 | 16.6 |
| 2. Bowling, on gym floor or in alleys | 46.8 | 26.5 | 1.8 | 24.7 |
| 3. Calisthenics, conditioning exercises, etc. | 2.7 | 13.0 | 76.0 | 8.3 |
| 4. Corrective exercises (adapted physical education) | 23.8 | 40.5 | 18.2 | 17.5 |
| 5. Combatives, wrestling, hand contests, tug-of-war, etc. | 16.2 | 54.9 | 12.7 | 16.2 |
| 6. Games designed to teach, body parts, directions, etc. | 10.8 | 46.8 | 31.4 | 10.8 |
| 7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc. | 15.2 | 54.1 | 18.9 | 11.7 |
| 8. Highly organized games, kickball, dodgeball, , etc. | 4.5 | 51.7 | 35.6 | 8.2 |
| 9. Musical play, singing games, rhythm band, etc. | 41.5 | 32.5 | 6.4 | 15.5 |
| 10. Physical fitness tests, run, jump, throw, pull-up, etc. | 4.0 | 58.5 | 28.9 | 8.6 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 18.9 | 51.7 | 12.7 | 16.7 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 19.4 | 56.3 | 13.1 | 11.2 |
| 13. Simple games, lead-up games, chasing games, etc. | 20.3 | 54.0 | 10.3 | 15.4 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 13.5 | 59.4 | 13.5 | 13.5 |
| 15. Swimming, water games, diving, boating, etc. | 55.8 | 17.2 | 9.0 | 18.0 |
| 16. Team sports, softball, basketball, volleyball, etc. | 4.0 | 47.7 | 40.6 | 7.7 |
| 17. Track and field, relays, cross-country, etc. | 11.2 | 58.6 | 17.7 | 13.0 |
| 18. Winter play, skating, sledding, etc. | 74.3 | 3.6 | 0 | 22.1 |

FACILITIES AVAILABLE IN PE FOR THE MENTALLY RETARDED

| | ONE | | TWO | | THREE | | ZERO, NR | | TOTAL |
|--|-----|------|-----|------|-------|------|----------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. |
| 1. Play field, athletic field | 104 | 46.8 | 43 | 19.3 | 20 | 9.0 | 25 | 11.2 | 197 |
| 2. Basketball court | 79 | 35.5 | 67 | 30.1 | 15 | 6.7 | 23 | 10.5 | 199 |
| 3. Bowling alley | 20 | 9.0 | 4 | 1.8 | 0 | 0 | 198 | 89.1 | 24 |
| 4. Camp site | 10 | 4.5 | 1 | .4 | 0 | 0 | 211 | 94.9 | 11 |
| 5. Corrective exercise room | 51 | 22.9 | 15 | 6.7 | 0 | 0 | 154 | 69.3 | 68 |
| 6. Gymnasium floor | 113 | 50.8 | 54 | 24.3 | 14 | 6.3 | 29 | 13.0 | 193 |
| 7. Handball court or wall | 33 | 14.8 | 12 | 5.4 | 2 | .9 | 168 | 75.6 | 54 |
| 8. Hard surface outdoor area | 81 | 36.4 | 16 | 7.2 | 8 | 3.6 | 112 | 50.4 | 110 |
| 9. Running track and field | 115 | 67.9 | 7 | 3.1 | 2 | .9 | 58 | 26.1 | 164 |
| 10. Shower and dressing room | 60 | 27.0 | 98 | 44.1 | 12 | 5.4 | 27 | 12.1 | 195 |
| 11. Swimming pool | 52 | 23.4 | 3 | 1.3 | 0 | 0 | 166 | 74.7 | 56 |
| 12. Softball diamond, baseball diamond | 73 | 32.8 | 43 | 19.3 | 23 | 10.3 | 38 | 17.1 | 184 |
| 13. Tennis court | 27 | 12.1 | 22 | 9.9 | 14 | 6.3 | 111 | 49.9 | 111 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of Schools)

| | Number & Percentages | | | |
|---|----------------------|------|-----|------|
| | No. | % | No. | % NR |
| 1. Assorted sized rubber balls | 159 | 71.6 | 63 | 28.4 |
| 2. Playground apparatus, slides, swings, jungle gym, etc. | 50 | 22.6 | 172 | 77.4 |
| 3. Apparatus, slides, horse, trampoline, etc. | 39 | 17.6 | 183 | 82.4 |
| 4. Piano, record player, drums, records, etc. | 141 | 63.5 | 81 | 36.5 |
| 5. Roller skates, ice skates, etc. | 10 | 4.6 | 212 | 95.4 |
| 6. Play supplies, bean bags, ribbons, jump ropes, etc. | 96 | 43.3 | 126 | 56.7 |
| 7. Softballs, basketballs, volleyballs, etc. | 211 | 95.0 | 11 | 5.0 |
| 8. Tennis, volleyball, badminton, paddle tennis, supplies, etc. | 170 | 76.6 | 52 | 23.4 |
| 9. Table game supplies, box hoxkey, etc. | 69 | 31.1 | 153 | 68.9 |
| 10. Tunbling mats | 190 | 85.6 | 32 | 14.4 |

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|------|--------------|------|--------------------|------|--------------|------|
| | No. BOYS | % | No. GIRLS | % | No. BOYS | % | No. GIRLS | % |
| 1. Cook-outs, picnics, camping | 21 | 9.5 | 20 | 9.0 | 42 | 18.9 | 41 | 18.5 |
| 2. Dramatics, play acting, story plays | 49 | 22.1 | 44 | 19.8 | 22 | 9.9 | 23 | 10.4 |
| 3. Construction play, trails, dams, shelters | 7 | 3.2 | 6 | 2.7 | 14 | 6.3 | 12 | 5.4 |
| 4. Music, sing-songs, rhythm bands | 66 | 29.7 | 63 | 28.4 | 28 | 12.6 | 29 | 13.1 |
| 5. Nature play, trips, collections, zoos | 44 | 19.8 | 39 | 17.6 | 29 | 13.1 | 30 | 13.5 |
| 6. Handcraft, weaving, clay modeling | 104 | 46.8 | 93 | 41.9 | 44 | 19.8 | 43 | 19.4 |
| 7. Painting, drawing, sand craft | 113 | 50.9 | 105 | 47.3 | 36 | 16.2 | 35 | 15.8 |
| 8. Social parties, dances, movies | 121 | 54.5 | 120 | 54.0 | 49 | 22.1 | 50 | 22.5 |
| 9. Swimming, water games, boating, | 42 | 18.9 | 38 | 17.1 | 52 | 23.4 | 52 | 23.4 |
| 10. Sports, tennis, softball, touch football | 130 | 58.5 | 119 | 53.6 | 49 | 22.1 | 43 | 19.4 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|------|--------------|------|--------------------|------|--------------|------|
| | No. BOYS | % | No. GIRLS | % | No. BOYS | % | No. GIRLS | % |
| 1. Intramural team sports (softball, soccer) on teams of MR only | 0 | 0 | 3 | 1.3 | 11 | 4.9 | 2 | .9 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 131 | 58.9 | 105 | 47.2 | 52 | 23.4 | 1 | .5 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 1 | .5 | 12 | 5.4 | 3 | 1.4 | 2 | .9 |
| 4. Intramural recreation sports (tennis, bad- minton) on teams of MR only | 13 | 5.9 | 9 | 4.1 | 7 | 3.2 | 7 | 3.2 |
| 5. Intramural recreation sports (as above) on teams with "normal" pupils | 91 | 41.0 | 91 | 41.0 | 35 | 15.8 | 27 | 12.2 |
| 6. Interschool team sports (as above) of MR vs. teams of MR from other schools | 5 | 2.3 | 4 | 1.8 | 39 | 17.6 | 55 | 24.8 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools | 68 | 30.6 | 68 | 30.6 | 53 | 23.9 | 36 | 16.2 |
| 8. Interschool recreation sports vs. teams of MR from schools in same city | 30 | 13.5 | 23 | 10.4 | 44 | 19.8 | 20 | 9.0 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools | 77 | 34.7 | 57 | 25.7 | 47 | 21.2 | 41 | 18.5 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools in same, other city | 44 | 19.8 | 20 | 9.0 | 30 | 13.5 | 50 | 22.5 |

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

| | EDUCABLE N=203 | | | | TRAINABLE N=19 | | | |
|---|----------------|------|--------------|------|----------------|------|--------------|------|
| | No. BOYS | % | No. GIRLS | % | No. BOYS | % | No. GIRLS | % |
| 1. Medical examinations are given annually | 48 | 23.6 | 44 | 21.7 | 7 | 36.8 | 7 | 36.8 |
| 2. Medical exams are given periodically every 3 or 4 years | 62 | 30.6 | 58 | 28.6 | 4 | 21.1 | 4 | 21.1 |
| 3. Medical exams are given at entrance and when referred by teachers, nurses | 99 | 48.8 | 96 | 47.3 | 10 | 52.6 | 10 | 52.6 |
| 4. There is daily observation of health signs by teacher or nurse | 152 | 74.9 | 145 | 71.4 | 17 | 89.5 | 17 | 89.5 |
| 5. Physical fitness tests are used such as AAHPER Youth Fitness Manual | 117 | 57.6 | 108 | 53.2 | 9 | 47.4 | 9 | 47.4 |
| 6. Height and weight are recorded at regular intervals | 150 | 73.9 | 142 | 69.9 | 10 | 52.6 | 10 | 52.6 |
| 7. Grades on achievement in PE are given at regular intervals | 183 | 90.1 | 176 | 86.7 | 10 | 52.6 | 10 | 52.6 |
| 8. There is a plan for evaluating improve- ment in growth and development | 123 | 60.6 | 123 | 60.6 | 9 | 47.4 | 9 | 47.4 |
| 9. There is a plan for evaluating social and emotional development | 111 | 54.7 | 108 | 53.2 | 7 | 36.8 | 7 | 36.8 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

| | YES | | NO | | ZERO OR MR | |
|---|-----|------|-----|------|------------|------|
| | No. | % | No. | % | no. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes WITH "normal" pupils? | 181 | 81.5 | 27 | 12.2 | 14 | 6.3 |
| 2. Can TRAINABLE mentally retarded be taught PE satisfactorily in classes WITH "normal" pupils? | 13 | 5.9 | 115 | 51.8 | 94 | 42.3 |
| 3. Can EDUCABLE and TRAINABLE MR be taught PE satisfactorily in the same classes? | 42 | 18.9 | 82 | 36.9 | 98 | 44.2 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for work with the MR? | 189 | 85.1 | 13 | 5.9 | 20 | 9.0 |
| 5. Should teachers of MR whose duties include teaching PE have some preparation in PE? | 207 | 93.2 | 2 | .9 | 13 | 5.9 |
| 6. Would you prefer to have MR taught PE by regular PE teachers even if they have no preparation for MR? | 171 | 77.0 | 39 | 17.6 | 12 | 5.4 |
| 7. Should recreation leaders with the MR have preparation recreation and for work with the MR? | 195 | 87.8 | 5 | 2.3 | 22 | 9.9 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 188 | 84.6 | 21 | 9.5 | 13 | 5.9 |
| 9. Should colleges add special courses in PE and recreation for work with the mentally retarded? | 189 | 85.1 | 8 | 3.6 | 25 | 11.3 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development in the mentally retarded? | 214 | 96.4 | 0 | 0 | 8 | 3.6 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were, more preparation of physical education teachers for work with mentally retarded. more time for instruction of mentally retarded by themselves, more time for instruction in physical education, more facilities and equipment for physical education. | | | | | | |

SUMMARY

1. The 222 schools responding were from 41 states. They were distributed in population areas; 22.9% from areas under 10,000; 49.1% from areas of 10,000 to 100,000; and 24.3% from areas over 100,000 population. Nearly all schools enrolled both "normal" and MR pupils, and few trainable pupils were in the senior high schools. Practically all schools were coeducational. Three-fourths of the teachers teaching physical education had more than 4 years teaching experience.
2. The program of PE taught occasionally or regularly in two-thirds of the schools included basic movements, calisthenics, combatives, games designed to teach directions, gymnastic apparatus, highly organized games, physical fitness tests, racket play, rhythmic simple games, stunts and tumbling, team sports, and track and field. Activities taught infrequently were: bowling, corrective exercises, musical play, swimming.
3. Facilities in less than half the schools included: bowling alleys, camp sites, corrective exercise rooms, handball courts, and swimming pools. The lack of swimming pools is especially striking.
4. Equipment and supplies lacking in more than half of the schools included: playground apparatus, gymnastic apparatus, roller skates, play supplies, table game supplies.
5. There was a limited amount of participation in intramural and interschool athletics.
6. Participation in recreation activities was limited to approximately 50% in handcraft and painting and drawing, etc. and social parties, movies and dancing.
7. Health supervision is pretty much confined to examinations when pupils are referred, and to daily health inspections, and height and weight, and fitness tests.
8. There is a strong feeling that educables MR can be taught PE along with "normal" pupils in high school, and a very strong unanimity of opinion that all workers with MR should have preparation in PE and recreation, and that the instruction in PE is a help in social and emotional development. Colleges should offer special courses in physical education and recreation for workers with the MR.

American Association for Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a National Survey Supported by a Grant from The Joseph P. Kennedy Jr.
Foundation. David K. Brace, Ph.D., Research Consultant

Section V, Enrolled with "normal" pupils

This section of the final report is based on returns from 1,389 schools in all 50 states and the District of Columbia, with a mean return of 27.2 per state.

Returns from population areas were: 372, 26.8%, from areas under 10,000; 724, 52.1%, from areas of 10,000 to 100,000; 258, 18.6%, from areas over 100,000 population; 35, 2.5%, of No Return (NR).

Schools enrolling educable retarded only = 1076 or 77.5%; schools enrolling trainable retarded only = 66 or 4.7%; schools enrolling both educable and trainable retarded = 234 or 16.8%; NR = 13 or .9%.

School levels were: primary = 35 or 2.5%; intermediate = 11 or .8%; elementary = 830 or 52.6%; junior high school = 288 or 20.7%; senior high school = 216 or 15.6%; all grades = 96 or 6.9%; ungraded = 11 or .8%; NR = 2 or .1%. There were approximately 49,285 educable pupils and 7,645 trainable pupils.

Schools reported approximately 6,510 men, and 12,570 women as teachers who taught physical education. Of teachers now teaching physical education who had various years of experience teaching physical education there were: MEN with 1-3 years experience = 246 or 17.7%; 4-9 years = 400 or 28.8%; over 10 years = 232 or 16.7%; with NR = 511 or 36.8%; WOMEN, 1-3 years = 251 or 18.1%; 4-9 years = 356 or 25.6%; over 10 years = 219 or 15.8%; NR = 563 or 40.5%.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 37.4%, NR = 62.6%; and Girls = 36.2%, NR = 63.8%.
2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils: Boys = 47.7%, NR = 52.3%; Girls = 45.8%, NR = 54.2%.
3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 11.3%, NR = 88.7%; Girls = 11.3%, NR = 88.7%.
4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils depending on the kind of activities scheduled: Boys = 8.3%, NR = 91.7%; Girls = 7.6%, NR = 92.4%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 15.6%, NR = 84.4%; Girls = 14.7%, NR = 85.3%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The approximate length of class periods in physical education for boys was 43.7 minutes, and for girls was 43.9 minutes. The mean number of periods per week was 3.6, but 48.1% of the schools reported to have 5 periods per week.

5P006842

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)

| | Never Taught | Occas- ionally | Regu- lar- ly each week | Zero or less |
|---|--------------|-------------------|----------------------------------|-----------------|
| 1. Basic movements, walking, skipping, etc. | 7.9 | 46.1 | 37.2 | 8.8 |
| 2. Bowling on gym floor or in alleys | 53.3 | 20.9 | 2.8 | 23.0 |
| 3. Calisthenics, conditioning exercises, etc. | 2.7 | 25.4 | 64.2 | 7.6 |
| 4. Corrective exercises (adapted physical education) | 28.4 | 36.1 | 18.0 | 17.5 |
| 5. Combatives, wrestling, hand contests, tug-of-war, etc. | 33.1 | 44.3 | 5.7 | 16.9 |
| 6. Games designed to teach, directions, body parts, etc. | 9.0 | 48.1 | 34.3 | 9.6 |
| 7. Gymnastic apparatus, horse, bars, trampoline, ropes, etc. | 30.9 | 42.8 | 12.2 | 14.1 |
| 8. Highly organized games, kickball, dodgeball, etc. | 7.0 | 49.2 | 34.7 | 9.1 |
| 9. Musical play, singing games, rhythm band, etc. | 18.1 | 44.3 | 25.3 | 12.3 |
| 10. Physical fitness tests, run, jump, throw, pull-ups, etc. | 9.7 | 55.0 | 26.1 | 9.2 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 47.6 | 28.9 | 4.0 | 19.5 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 13.0 | 58.5 | 19.2 | 9.3 |
| 13. Simple games, lead-up games, chasing games, etc. | 6.9 | 52.3 | 32.0 | 8.8 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 26.4 | 50.4 | 9.1 | 14.1 |
| 15. Swimming, diving, water games, boating, etc. | 67.1 | 7.5 | 5.0 | 20.4 |
| 16. Team sports, softball, basketball, volleyball, soccer, etc. | 14.3 | 45.8 | 30.2 | 9.7 |
| 17. Track and field, relays, cross-country, long hikes, etc. | 31.8 | 43.9 | 8.9 | 15.4 |
| 18. Winter play, skating, sledding, etc. | 72.9 | 5.3 | .7 | 21.1 |

| FACILITIES AVAILABLE IN PE FOR THE MENTALLY RETARDED | ONE | | TWO | | THREE | | ZERO, NR | | TOTAL | |
|---|-----|------|-----|------|-------|-----|----------|------|-------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1. Athletic field, play field | 800 | 57.6 | 221 | 15.9 | 80 | 5.8 | 212 | 15.3 | 1177 | 84.7 |
| 2. Basketball court | 610 | 43.9 | 274 | 19.7 | 70 | 5.0 | 318 | 22.9 | 1071 | 77.1 |
| 3. Bowling alley | 90 | 6.5 | 7 | .5 | 1 | .1 | 1286 | 92.6 | 103 | 7.4 |
| 4. Camp site | 37 | 2.7 | 4 | .3 | 1 | .1 | 1341 | 96.6 | 48 | 3.5 |
| 5. Corrective exercise room | 157 | 11.3 | 25 | 1.8 | 1 | .1 | 1199 | 86.3 | 190 | 13.7 |
| 6. Gymnasium floor | 746 | 53.7 | 182 | 13.1 | 27 | 1.9 | 387 | 27.9 | 1002 | 72.1 |
| 7. Handball court or wall | 172 | 12.4 | 58 | 4.2 | 6 | .4 | 1130 | 81.4 | 259 | 18.6 |
| 8. Hard surface outdoor area | 672 | 48.4 | 119 | 8.6 | 34 | 2.4 | 528 | 38.0 | 861 | 62.0 |
| 9. Running track and field | 581 | 41.8 | 41 | 2.9 | 5 | .3 | 750 | 54.0 | 639 | 46.0 |
| 10. Shower and dressing room | 280 | 20.2 | 355 | 25.6 | 37 | 2.7 | 661 | 47.6 | 728 | 52.4 |
| 11. Swimming pool | 145 | 10.4 | 9 | .6 | 3 | .2 | 1230 | 88.6 | 159 | 11.4 |
| 12. Softball diamond, baseball | 523 | 37.6 | 218 | 15.7 | 99 | 7.1 | 359 | 25.8 | 1030 | 74.2 |
| 13. Tennis court | 120 | 8.6 | 81 | 5.8 | 35 | 2.5 | 1070 | 77.0 | 319 | 22.9 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of schools)

| | Number & Percentages | | | |
|--|----------------------|------|------|------|
| | No. | % | No. | % |
| 1. Assorted sized rubber balls | 1200 | 86.4 | 189 | 13.6 |
| 2. Playground apparatus, slides, jungle gym, swings, etc. | 716 | 51.6 | 673 | 48.4 |
| 3. Apparatus, horse, trampoline, slides, swings, etc. | 471 | 23.9 | 918 | 66.1 |
| 4. Piano, record player, drums, records, etc. | 1150 | 82.8 | 239 | 17.2 |
| 5. Roller skates, ice skates | 67 | 4.8 | 1322 | 95.2 |
| 6. Play supplies, bean bags, ribbons, jump ropes, indian clubs | 997 | 71.8 | 392 | 28.2 |
| 7. Softballs, basketballs, volleyballs | 1282 | 92.3 | 107 | 7.7 |
| 8. Tennis, badminton, paddle tennis, supplies | 668 | 48.1 | 721 | 51.9 |
| 9. Table games, supplies, box hockey, etc. | 297 | 21.4 | 1092 | 78.6 |
| 10. Tumbling mats | 1021 | 73.5 | 368 | 26.5 |

RECREATION ACTIVITIES AVAILABLE FOR
MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|--------|-----|---------|--------------------|--------|-----|---------|
| | No. | BOYS % | No. | GIRLS % | No. | BOYS % | No. | GIRLS % |
| 1. Cook-outs, picnics, camping, exploring | 178 | 12.8 | 171 | 12.3 | 273 | 19.6 | 257 | 18.5 |
| 2. Dramatics, story plays, play acting | 517 | 37.2 | 505 | 36.4 | 106 | 7.6 | 105 | 7.5 |
| 3. Construction play, trails, dams, etc. | 96 | 6.9 | 89 | 6.4 | 56 | 4.0 | 54 | 3.9 |
| 4. Music, singsongs, rhythm bands, etc. | 749 | 53.9 | 733 | 52.8 | 124 | 8.9 | 123 | 8.8 |
| 5. Nature play, trips, collections, etc. | 468 | 33.7 | 451 | 32.5 | 128 | 9.2 | 127 | 9.1 |
| 6. Handcraft, weaving, modeling, etc. | 856 | 61.6 | 816 | 58.7 | 201 | 14.5 | 192 | 13.8 |
| 7. Painting, drawing, sand craft, etc. | 932 | 67.1 | 898 | 64.6 | 176 | 12.7 | 176 | 12.7 |
| 8. Social parties, dances, movies, etc. | 762 | 54.8 | 750 | 54.0 | 241 | 17.3 | 242 | 17.4 |
| 9. Swimming, Water games, boating, etc. | 142 | 10.2 | 133 | 9.6 | 272 | 19.6 | 262 | 18.8 |
| 10. Sports, tennis, softball, soccer, etc. | 565 | 40.7 | 521 | 27.5 | 207 | 14.9 | 184 | 13.2 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|--------|-----|---------|--------------------|--------|-----|---------|
| | No. | BOYS % | No. | GIRLS % | No. | BOYS % | No. | GIRLS % |
| 1. Intramural team sports (softball, soccer, etc.) on teams of MR only | 40 | 2.9 | 50 | 3.6 | 54 | 3.9 | 21 | 1.5 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 554 | 39.9 | 303 | 21.8 | 208 | 14.9 | 25 | 1.8 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 24 | 1.7 | 46 | 3.3 | 18 | 1.3 | 13 | .9 |
| 4. Intramural recreation sports (tennis, badminton) on teams of MR only | 38 | 2.7 | 32 | 2.3 | 26 | 1.9 | 31 | 2.2 |
| 5. Intramural recreation sports (as above) on teams with "normal" pupils | 350 | 25.2 | 310 | 22.3 | 116 | 8.3 | 92 | 6.6 |
| 6. Interschool team sports (as above) MR vs. teams of MR from other schools | 28 | 2.0 | 16 | 1.1 | 140 | 10.1 | 328 | 23.6 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city | 313 | 22.5 | 333 | 23.9 | 292 | 21.0 | 173 | 12.4 |
| 8. Interschool recreation sports of MR vs. teams of MR in other schools | 203 | 14.6 | 134 | 9.6 | 185 | 13.3 | 141 | 10.2 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools | 386 | 27.8 | 220 | 15.8 | 162 | 11.7 | 225 | 16.2 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools | 300 | 21.6 | 147 | 10.6 | 226 | 16.3 | 305 | 21.9 |

TEST AND EVALUATION PROCEDURES USED WITH
THE MENTALLY RETARDED

| | EDUCABLE N=1076 | | | | TRAINABLE N=300 | | | |
|---|-----------------|--------|-----|---------|-----------------|--------|-----|---------|
| | No. | BOYS % | No. | GIRLS % | No. | BOYS % | No. | GIRLS % |
| 1. Medical examinations are given annually | 292 | 27.1 | 286 | 26.6 | 98 | 32.6 | 99 | 32.9 |
| 2. Medical exams are given periodically every 3 or 4 years | 379 | 35.2 | 367 | 34.1 | 93 | 30.9 | 90 | 29.9 |
| 3. Medical exams are given at entrance and when pupils are referred by teachers | 648 | 60.2 | 632 | 58.7 | 148 | 49.3 | 145 | 48.3 |
| 4. There is daily observation of health signs by teachers or nurses | 1006 | 93.5 | 985 | 91.5 | 239 | 79.6 | 234 | 77.9 |
| 5. Physical fitness tests are used, such as AAHPER Youth Fitness Manual tests | 508 | 47.2 | 487 | 45.2 | 52 | 17.3 | 50 | 16.6 |
| 6. Height and weight are recorded at regular intervals | 1007 | 93.6 | 983 | 91.3 | 230 | 76.6 | 224 | 74.6 |
| 7. Grades on achievement in PE are given at regular intervals | 849 | 78.9 | 829 | 77.0 | 102 | 33.9 | 96 | 31.9 |
| 8. There is a plan for evaluating improvement in growth and development | 690 | 64.1 | 681 | 63.3 | 138 | 45.9 | 132 | 43.9 |
| 9. There is a plan for evaluating social and emotional development | 634 | 58.9 | 623 | 57.9 | 145 | 48.3 | 140 | 46.6 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

| | YES | | NO | | ZERO OR NR | |
|--|------|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 999 | 71.9 | 250 | 18.0 | 140 | 10.1 |
| 2. Can TRAINABLE MR be taught PE satisfactorily in classes with "normal" pupils? | 71 | 5.1 | 863 | 62.1 | 455 | 32.8 |
| 3. Can EDUCABLE and TRAINABLE MR be taught satisfactorily in same PE classes? | 285 | 20.5 | 632 | 45.5 | 472 | 34.0 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for work with the MR? | 1220 | 87.8 | 81 | 5.8 | 88 | 6.4 |
| 5. Should teachers of MR whose duties include teaching PE have some preparation in PE? | 1282 | 92.3 | 36 | 2.6 | 71 | 5.1 |
| 6. Would you prefer MR taught PE by regular PE teachers even if no preparation for work with MR? | 901 | 64.9 | 379 | 27.3 | 108 | 7.8 |
| 7. Should recreation leaders with MR have preparation in recreation and in work with the MR? | 1243 | 89.5 | 35 | 2.5 | 111 | 8.0 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 1222 | 88.0 | 85 | 6.1 | 82 | 5.9 |
| 9. Should colleges add special courses in PE and recreation for workers with the MR? | 1204 | 86.7 | 76 | 5.5 | 109 | 7.8 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of MR? | 1337 | 96.3 | 3 | .2 | 49 | 3.5 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection revealed that most frequently mentioned were: more special teachers of physical education; more time for PE; more facilities and equipment for PE and recreation; better understanding of the mentally retarded; better chronological age grouping of the mentally retarded; more instruction in PE by the MR to be by themselves. | | | | | | |

SUMMARY

This Section of the final report deals with mentally retarded who were enrolled in schools with "normal" pupils, and at all grade levels. 1,389 schools are involved, from all 51 states and District of Columbia. 1,381 of the schools were coeducational. Schools with EMR only = 1076, TMR only = 66, both EMR and TMR = 234, NR = 13.

Approximately 49,285 educable, and 7,645 trainable MR are involved. Grade level distribution was: primary = 35; intermediate = 11; elementary = 234; Junior high = 288; senior high = 216; all grades = 96; ungraded = 11; NR = 2.

Teachers now teaching PE were: men = approximately 6,510; women = 12,570. As to experience 45.5% of the men had more than 4 years experience in PE; and 41.4% of the women had more than 4 years experience in teaching PE.

About one third of the MR boys and girls were taught PE in classes separate from those of "normal" pupils, and nearly one half were taught PE in classes with "normal" pupils.

Activities in the PE program to extent of three-fourths of the schools either occasionally or regularly each week were: basic movements, calisthenics, games designed to teach, highly organized games, physical fitness tests, simple games and team sports. In one third of the schools, never taught include: bowling, combatives, gymnastic apparatus, racket play, swimming. Facilities in three fourth of the schools include: athletic fields, basketball court, gymnasium floor, softball diamond. Equipment and supplies include rubber balls, record player or piano, softballs, and tumbling mats.

There is little participation in intramural sports or interschool sports. Less than one third of the boys and girls have annual medical examinations. There is daily observation of health signs by teachers or nurses in 90% of the schools.

There is almost unanimous opinion that instruction in physical education and recreation helps social and emotional development, that college and universities should add courses in physical education and recreation for work with mentally retarded, and that more preparation for work with the mentally retarded is needed.

MOOLS

Foundation

schools
reas of
or 40.4%;

...ools
 only = 0;
 ... There
 pupils.
 al

5 of
9
29 or 27.8%.
ars =

1997-1998

11

re-
701
13,

:ie

d, but

schools

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION
AND RECREATION (percentages of schools)

| | Never Taught | Occas- ion- ally | Regu- lar- ly each week | Zero NR |
|---|-----------------|------------------------|----------------------------------|------------|
| 1. Basic movements, walking, skipping, hopping, etc. | 1.9 | 37.4 | 48.2 | 12.5 |
| 2. Bowling on gym floor or in alleys | 55.7 | 20.2 | 0 | 24.1 |
| 3. Calisthenics, conditioning exercises, etc. | 6.7 | 24.0 | 58.7 | 10.6 |
| 4. Corrective exercises (adapted physical education) | 20.3 | 40.4 | 18.2 | 21.1 |
| 5. Combatives, wrestling, hand contests, etc. | 29.8 | 46.1 | 6.7 | 17.3 |
| 6. Games designed to teach, directions, body parts, etc. | 9.6 | 46.1 | 32.7 | 11.5 |
| 7. Gymnastic apparatus, bars, horse, ropes, trampoline, etc. | 26.9 | 44.2 | 15.4 | 15.4 |
| 8. Highly organized games, dodgeball, kickball, etc. | 4.8 | 51.8 | 31.7 | 11.5 |
| 9. Musical play, singing games, rhythm bands, etc. | 8.6 | 44.2 | 24.6 | 12.6 |
| 10. Physical fitness tests, run, jump, throw, pull-ups, etc. | 4.8 | 53.8 | 29.8 | 13.4 |
| 11. Racket play, tennis, badminton, paddle tennis, etc. | 38.4 | 35.5 | 3.8 | 22.1 |
| 12. Rhythms, folk dance, social dance, marching, etc. | 8.6 | 55.7 | 24.0 | 11.5 |
| 13. Simple games, lead-up games, chasing games, etc. | 1.9 | 57.6 | 28.8 | 11.5 |
| 14. Stunts, tumbling, mimetics, pyramids, etc. | 19.2 | 51.8 | 13.4 | 15.4 |
| 15. Swimming, diving, water games, boating, etc. | 67.2 | 7.7 | 4.8 | 20.2 |
| 16. Team sports, softball, soccer, volleyball, basketball, etc. | 9.6 | 47.0 | 33.7 | 9.6 |
| 17. Track and field, cross-country, long hikes, relays, etc. | 25.9 | 41.3 | 14.4 | 18.2 |
| 18. Winter play, skating, sledding, etc. | 71.0 | 4.8 | .9 | 23.0 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR
RECREATION FOR THE MENTALLY RETARDED (% of schools)

| | Number and Percentages | | | |
|---|------------------------|------|--------|------|
| | No. | % | No. NR | % |
| 1. Assorted sized rubber balls | 91 | 87.5 | 13 | 12.5 |
| 2. Playground apparatus, slides, swings, jungle gym, etc. | 78 | 75.0 | 26 | 25.0 |
| 3. Apparatus, slides, horse, jungle gym, etc. | 51 | 49.0 | 53 | 51.0 |
| 4. Piano, record player, records, drums, etc. | 86 | 82.7 | 18 | 17.3 |
| 5. Roller skates, ice skates, etc. | 5 | 4.9 | 99 | 95.1 |
| 6. Play supplies, bean bags, ribbons, jump ropes, etc. | 75 | 72.2 | 29 | 27.8 |
| 7. Softballs, basketballs, volleyballs, etc. | 97 | 87.3 | 7 | 6.7 |
| 8. Tennis, volleyball, badminton, paddle tennis, supplies | 53 | 51.0 | 51 | 49.0 |
| 9. Table games supplies, box hockey, etc. | 27 | 26.0 | 77 | 74.0 |
| 10. Tumbling mats | 72 | 69.3 | 32 | 30.7 |

FACILITIES AVAILABLE IN PE FOR
THE MENTALLY RETARDED

| | ONE | | TWO | | THREE | | ZERO+NR | | TOTAL |
|--------------------------------|-----|------|-----|------|-------|-----|---------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. |
| 1. Athletic field, play field | 40 | 38.4 | 22 | 21.1 | 8 | 7.7 | 18 | 17.3 | 206 |
| 2. Basketball court | 42 | 40.3 | 15 | 14.4 | 6 | 5.8 | 24 | 23.0 | 204 |
| 3. Bowling alley | 13 | 12.5 | 1 | .9 | 0 | 0 | 90 | 86.4 | 15 |
| 4. Camp site | 5 | 4.8 | 0 | 0 | 1 | .9 | 98 | 94.1 | 8 |
| 5. Corrective exercise room | 9 | 8.6 | 2 | 1.9 | 0 | 0 | 90 | 86.4 | 30 |
| 6. Gymnasium floor | 41 | 39.4 | 19 | 18.2 | 4 | 3.8 | 26 | 24.9 | 180 |
| 7. Handball court or wall | 12 | 11.5 | 0 | 0 | 2 | 1.9 | 86 | 82.6 | 42 |
| 8. Hard surface outdoor area | 28 | 26.9 | 10 | 9.6 | 6 | 5.8 | 48 | 46.1 | 146 |
| 9. Running track and field | 36 | 34.6 | 11 | 10.6 | 1 | .9 | 52 | 49.2 | 87 |
| 10. Shower and dressing room | 18 | 17.3 | 32 | 30.7 | 2 | 1.9 | 36 | 34.6 | 175 |
| 11. Swimming pool | 10 | 9.6 | 0 | 0 | 2 | 1.9 | 92 | 88.3 | 16 |
| 12. Softball, baseball diamond | 37 | 35.5 | 18 | 17.3 | 7 | 6.7 | 23 | 22.1 | 210 |
| 13. Tennis court | 15 | 14.4 | 8 | 7.7 | 1 | .9 | 71 | 68.2 | 79 |

RECREATION ACTIVITIES AVAILABLE FOR
MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, camping | 12 | 11.5 | 11 | 10.6 | 20 | 19.2 | 18 | 17.3 |
| 2. Dramatics, story plays, etc. | 43 | 41.3 | 44 | 42.3 | 9 | 8.6 | 8 | 7.7 |
| 3. Construction play, building dams, etc. | 8 | 7.7 | 8 | 7.7 | 3 | 2.9 | 3 | 2.9 |
| 4. Music, singsongs, rhythm bands | 63 | 60.5 | 64 | 61.4 | 15 | 14.4 | 15 | 14.4 |
| 5. Nature play, trips, collections | 36 | 34.6 | 35 | 33.6 | 12 | 11.5 | 12 | 11.5 |
| 6. Handcraft, weaving, modeling, etc. | 65 | 62.4 | 64 | 61.4 | 16 | 15.4 | 15 | 14.4 |
| 7. Painting, sand craft, drawing, etc. | 77 | 73.9 | 74 | 71.0 | 17 | 16.3 | 17 | 16.3 |
| 8. Social parties, dances, movies | 57 | 54.7 | 56 | 53.8 | 20 | 19.2 | 20 | 19.2 |
| 9. Swimming, water games, diving | 7 | 6.7 | 7 | 6.7 | 20 | 19.2 | 20 | 19.2 |
| 10. Sports, softball, tennis, soccer, etc. | 46 | 44.2 | 44 | 42.3 | 14 | 13.4 | 14 | 13.4 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

| | School Programs | | | | Community Programs | | | |
|--|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports (softball, soccer, etc.) on teams of MR only | 1 | .9 | 0 | 0 | 4 | 3.8 | 1 | .9 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 45 | 43.2 | 21 | 20.2 | 15 | 14.4 | 1 | .9 |
| 3. Intramural team sports on teams of MR vs. teams of "normal" pupils | 1 | .9 | 4 | 3.8 | 1 | .9 | 1 | .9 |
| 4. Intramural recreation sports (tennis, badminton) on teams of MR only | 2 | 1.9 | 2 | 1.9 | 1 | .9 | 1 | .9 |
| 5. Intramural recreation sports on teams with "normal" pupils | 30 | 28.8 | 27 | 25.9 | 12 | 11.5 | 10 | 9.6 |
| 6. Interschool team sports (as above) teams of MR vs. teams of MR from other schools | 3 | 2.9 | 2 | 1.9 | 14 | 13.4 | 24 | 23.0 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools | 30 | 28.8 | 35 | 33.6 | 24 | 23.0 | 20 | 19.2 |
| 8. Interschool recreation sports of MR vs. teams of MR in other sch. | 14 | 13.4 | 12 | 11.5 | 13 | 12.5 | 12 | 11.5 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. such teams from other schools | 35 | 33.6 | 22 | 21.1 | 15 | 14.4 | 19 | 18.2 |
| 10. Interschool recreation sports MR vs. teams of "normal" pupils from other schools | 22 | 21.1 | 10 | 9.6 | 19 | 18.2 | 24 | 23.0 |

TEST AND EVALUATION PROCEDURES USED
WITH THE MENTALLY RETARDED

| | EDUCABLE N=104 | | | | TRAINABLE N=35 | | | |
|--|----------------|------|-------|------|----------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Medical examinations given annually | 31 | 29.8 | 33 | 31.7 | 11 | 31.4 | 11 | 31.4 |
| 2. Medical exams are given periodically every 3 or 4 years | 34 | 32.6 | 34 | 32.6 | 16 | 45.7 | 16 | 45.7 |
| 3. Medical exams are given at entrance and when pupils are referred | 46 | 44.2 | 45 | 43.2 | 14 | 40.0 | 14 | 40.0 |
| 4. There is daily observation of health signs by teacher or nurse | 79 | 75.8 | 77 | 73.9 | 29 | 82.9 | 29 | 82.9 |
| 5. Physical fitness tests are used as run, jump, etc. AAHPER tests | 37 | 35.5 | 38 | 36.5 | 2 | 5.7 | 2 | 5.7 |
| 6. Height and weight are recorded at regular intervals | 79 | 75.8 | 80 | 76.8 | 25 | 71.4 | 25 | 71.4 |
| 7. Grades on achievement in Pe are given at regular intervals | 64 | 61.4 | 63 | 60.5 | 7 | 20.0 | 7 | 20.0 |
| 8. There is a plan for evaluating improvement in growth, development | 60 | 57.6 | 61 | 58.6 | 16 | 45.7 | 16 | 45.7 |
| 9. There is a plan for evaluating social and emotional development | 60 | 57.6 | 61 | 58.6 | 18 | 51.4 | 18 | 51.4 |

| OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED | YES | | NO | | ZERO OR FEW | |
|--|-----|------|-----|------|-------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded by taught PE satisfactorily in classes with "normal" pupils? | 76 | 73.0 | 19 | 18.3 | 9 | 8.7 |
| 2. Can TRAINABLE MR be taught satisfactorily in same PE classes with "normal" pupils? | 8 | 7.7 | 66 | 63.5 | 30 | 28.8 |
| 3. Can EDUCABLE and TRAINABLE MR be taught together satisfactorily in same PE classes? | 28 | 27.0 | 44 | 42.3 | 32 | 30.7 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for the MR? | 92 | 88.3 | 3 | 3.0 | 9 | 8.7 |
| 5. Should teachers of MR whose duties include PE teaching have some preparation in PE? | 98 | 94.0 | 3 | 3.0 | 3 | 3.0 |
| 6. Would you prefer MR taught PE by regular PE teachers even if no preparation for MR? | 69 | 66.3 | 25 | 24.0 | 10 | 9.7 |
| 7. Should recreation leaders with MR have preparation in recreation and for work with MR? | 95 | 91.3 | 2 | 2.0 | 7 | 6.7 |
| 8. Should all workers with MR have a basic understanding of PE and recreation? | 94 | 90.4 | 4 | 3.8 | 6 | 6.7 |
| 9. Should colleges add special courses in PE and recreation for workers with the MR? | 93 | 89.3 | 2 | 2.0 | 9 | 8.7 |
| 10. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection revealed that most frequently mentioned were: more special teachers of physical education; more facilities and equipment; more time for physical education; better understanding of the mentally retarded. | | | | | | |

SUMMARY

This section of the final report deals with returns from schools which reported teaching ALL GRADES. there were 104 such schools from 39 states. They came mostly from small population areas: 48.0% from areas under 10,000 population; 40.4% from 10,000 to 100,000 population; and 9.6% from areas over 100,000 population.

All schools were coeducational. Schools enrolling both "normal" and mentally retarded = 92.2%. Schools with educable MR only = 66.3%; no schools had trainables only; schools with both educable and trainable MR = 33.7%. There were approximately 4,172 educable pupils and approximately 682 trainable pupils. Of the teachers now teaching physical education, as to experience: MEN with 1-3 years = 16.3%; 4-9 years = 32.6%; over 10 years = 23.0%; NR = 27.8%; WOMEN: 1-3 years experience = 20.2%; 4-9 years = 27.8%; over 10 years = 17.3%; NR = 34.6%.

About one third of the MR were taught PE in classes separate from "normal" pupils. While more than half were taught PE in classes with "normal" pupils. One fifth of the schools reported giving the MR modified activities if taught with "normal" pupils. Sixteen percent reported no physical education.

Activities taught most frequently regularly each week were basic movements, 48.0%, and calisthenics, 58.6%; other activities taught three fourths of the time, at least occasionally were: games designed to teach, highly organized games, musical play, physical fitness tests, rhythms, simple games, and team games. The rest of the activities were taught very little.

Half or more of the schools reported no facilities as ; bowling alleys or on gym floors, camp sites, handball court or wall, corrective exercise room, hard surface outdoor area, running track, swimming pool, or tennis court. Facilities and equipment for a well balanced physical education program are reported to be lacking.

There is little competitive sport programs. The more common recreation activities reported were: dramatics, music, handcraft, and painting.

Health services appear fairly good, with three fourths of the schools reporting daily observation of health signs by teachers or nurse.

There was very large agreement that physical education contributed to social and emotional development, and that physical education teachers should have preparation for work with mentally retarded, and that special courses in physical education and recreation for all workers with mentally retarded should be offered.

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section VII, BOYS IN PHYSICAL EDUCATION CLASSES WITH "NORMAL" PUPILS

Of the total of 1,589 questionnaires included in this survey, 680 schools are included in this Section of the report. These 680 schools all reported that boys who were mentally retarded were taught physical education in the same classes with "normal" pupils. The schools included 7 primary, 3 intermediate, 208 elementarys (grades K,1-8), 228 junior high school (grades 7-9), senior high school (grades 9-12) (170), 56 all graded schools, 7 ungraded schools, and one no return.

There were approximately 24,115 educable retarded, and 2,550 trainable retarded pupils in these schools. Schools were located in three population areas: 177 or 26.0% from areas under 10,000; 365 or 53.7% from areas of 10,000 to 100,000; and 122 or 17.9% from areas over 100,000 population. Almost all (675) schools were coeducational.

The experience of teachers now teaching physical education was: MEN with 1-3 years 130 or 19.1%, with 4-9 years were 271 or 39.9%, with over 10 years were 165 or 24.3%, NR=114 or 16.8%; WOMEN with 1-3 years 153 or 22.5%, with 4-9 years 239 or 35.2%, with over 10 years 134 or 19.7%, NR=154 or 22.7%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 44:08 minutes, and for girls was 36:25 minutes. The mean number of periods per week was 3.58, tho 48.82% had five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded boys in classes with "normal" pupils in all 680 schools. Physical education was taught to girls in classes with "normal" pupils in 635 schools as will be reported in another section of the report.
2. In 110 of the schools, 16.2%, the mentally retarded boys were given modified activities.
3. In 47 of the schools, or 6.9%, physical education was taught in classes with "normal" pupils depending upon the kind of activity.
4. No formal instruction in physical education was reported in 35 or 5.2% of the schools.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL
EDUCATION AND RECREATION (percentages of schools)

| | Never Taught | Occas- ional- ly | Regu- lar- ly | Zero or NR |
|--|-----------------|------------------------|---------------------|---------------|
| 1. Basic movements, walking, skipping, etc. | 10.6 | 49.6 | 29.3 | 10.6 |
| 2. Bowling, on gym floor or in alleys | 52.5 | 23.4 | 2.1 | 22.1 |
| 3. Calisthenics, conditioning exercises, etc. | 1.0 | 17.9 | 76.5 | 4.6 |
| 4. Corrective exercises (adapted physical education) | 27.7 | 37.5 | 17.5 | 17.4 |
| 5. Combatives, wrestling, hand contests, tug-of-war, etc. | 20.3 | 57.2 | 9.4 | 13.1 |
| 6. Games designed to teach: directions, body parts, etc. | 9.9 | 47.7 | 32.8 | 9.7 |
| 7. Gymnastic apparatus: bars, horse, trampoline, ropes, etc. | 19.4 | 55.3 | 16.2 | 9.1 |
| 8. Highly organized games: kickball, dodgeball, etc. | 2.4 | 53.2 | 38.5 | 5.9 |
| 9. Musical play: singing games, rhythm band, etc. | 26.6 | 44.0 | 13.8 | 15.6 |
| 10. Physical fitness tests: run, jump, throw, pull-ups, etc. | 2.8 | 60.3 | 31.2 | 5.7 |
| 11. Racket play: tennis, badminton, paddle tennis, etc. | 31.8 | 46.2 | 7.2 | 14.9 |
| 12. Rhythms: folk dance, social dance, marching, etc. | 13.7 | 62.9 | 14.7 | 8.7 |
| 13. Simple games: lead-up games, chasing games, etc. | 10.0 | 58.2 | 22.1 | 9.7 |
| 14. Stunts: tumbling, mimetics, pyramids, etc. | 12.5 | 66.3 | 11.9 | 9.3 |
| 15. Swimming: diving, water games, boating, etc. | 64.9 | 10.2 | 6.2 | 18.8 |
| 16. Team sports: softball, basketball, volleyball, etc. | 3.9 | 51.8 | 38.8 | 5.44 |
| 17. Track and field: relays, cross-country, long hikes, etc. | 15.7 | 58.2 | 14.6 | 10.3 |
| 18. Winter play: skating, sledding, etc. | 74.0 | 5.4 | .7 | 19.9 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR
RECREATION FOR THE MENTALLY RETARDED (percentages of schools)

| | Number and percentages | | Zero or NR | |
|--|------------------------|------|------------|------|
| | No. | % | No. | % |
| 1. Assorted sized rubber balls | 560 | 82.4 | 120 | 17.7 |
| 2. Playground apparatus, slides swings, jungle gym, etc. | 275 | 40.4 | 405 | 59.6 |
| 3. Playground apparatus, horse, slides, jungle gym, etc. | 221 | 32.5 | 459 | 67.5 |
| 4. Piano, record player, drums, records | 519 | 76.3 | 161 | 23.7 |
| 5. Roller skates, ice skates, etc. | 35 | 5.2 | 645 | 94.9 |
| 6. Play supplies: bean bags, ribbons, jump ropes, etc. | 436 | 64.1 | 244 | 35.9 |
| 7. Softballs, volleyballs, basketballs, etc. | 654 | 96.2 | 26 | 3.8 |
| 8. Tennis, volleyball, badminton, paddle tennis supplies, etc. | 466 | 68.5 | 214 | 31.5 |
| 9. Table games supplies, box hockey, etc. | 180 | 26.5 | 500 | 73.5 |
| 10. Tumbling mats | 585 | 86.0 | 95 | 14.0 |

FACILITIES AVAILABLE IN PHYSICAL ED.
FOR MENTALLY RETARDED

| FACILITIES AVAILABLE IN PHYSICAL ED. FOR MENTALLY RETARDED | ONE | | TWO | | THREE | | ZERO+NR | | REMAINDER | |
|---|-----|------|-----|------|-------|------|---------|------|-----------|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1. Athletic field, play field | 3 | .4 | 343 | 50.4 | 149 | 21.9 | 76 | 11.2 | 15.2 | |
| 2. Basketball court | 6 | .9 | 283 | 41.6 | 175 | 25.7 | 89 | 13.1 | 18.7 | |
| 3. Bowling alley | 197 | 28.9 | 57 | 8.4 | 5 | .7 | 417 | 61.3 | .6 | |
| 4. Camp site | 222 | 32.7 | 14 | 2.1 | 2 | .3 | 439 | 64.6 | .4 | |
| 5. Corrective exercise room | 172 | 25.3 | 106 | 15.6 | 24 | 3.5 | 373 | 54.9 | .7 | |
| 6. Gymnasium floor | 22 | 3.2 | 382 | 56.2 | 141 | 20.7 | 77 | 11.3 | 8.5 | |
| 7. Handball court or wall | 159 | 23.4 | 104 | 15.3 | 37 | 5.4 | 357 | 52.5 | 3.4 | |
| 8. Hard surface outdoor area | 75 | 11.0 | 319 | 46.9 | 74 | 10.9 | 174 | 25.6 | 5.6 | |
| 9. Running track, and field | 56 | 8.2 | 402 | 59.1 | 31 | 4.6 | 182 | 26.8 | 1.3 | |
| 10. Shower and dressing room | 34 | 5.0 | 159 | 23.4 | 271 | 39.9 | 137 | 20.2 | 10.6 | |
| 11. Swimming pool | 189 | 27.8 | 101 | 14.9 | 5 | .7 | 383 | 56.3 | .3 | |
| 12. Softball diamond, baseball diamond | 16 | 2.4 | 240 | 35.3 | 138 | 20.3 | 94 | 13.8 | 28.2 | |
| 13. Tennis court | 142 | 21.0 | 79 | 11.6 | 58 | 8.5 | 308 | 45.3 | 13.5 | |

BOYS IN PE WITH "NORMAL" PUPILS

3.

Spring 1966
12/19/66 DKB

| RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS | School programs | | | | Community programs | | | |
|---|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, exploring | 87 | 12.8 | 83 | 12.2 | 136 | 20.0 | 125 | 18.4 |
| 2. Dramatics, story plays, etc. | 218 | 32.1 | 211 | 31.0 | 56 | 8.2 | 55 | 8.1 |
| 3. Construction play, dams, trails | 44 | 6.5 | 40 | 5.9 | 32 | 4.7 | 31 | 4.6 |
| 4. Music, singsongs, rhythm bands | 331 | 48.7 | 327 | 48.1 | 73 | 10.7 | 73 | 10.7 |
| 5. Nature play, collections, zoos | 208 | 30.6 | 200 | 29.4 | 64 | 10.2 | 69 | 10.1 |
| 6. Handcraft, metal work, modeling | 401 | 58.9 | 378 | 55.6 | 114 | 16.8 | 108 | 15.9 |
| 7. Painting, sand craft, drawing | 427 | 62.8 | 411 | 60.4 | 96 | 14.1 | 94 | 13.8 |
| 8. Social parties, dances, movies | 393 | 57.8 | 389 | 57.2 | 138 | 20.3 | 137 | 20.2 |
| 9. Swimming, water games, etc. | 91 | 13.4 | 85 | 12.5 | 165 | 24.3 | 157 | 23.1 |
| 10. Sports, tennis, softball, soccer | 374 | 55.0 | 350 | 51.5 | 135 | 19.9 | 122 | 17.9 |

| COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED | School programs | | | | Community programs | | | |
|---|-----------------|------|-------|------|--------------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports (softball, soccer) on teams of MR only | 70 | 10.3 | 48 | 7.1 | 34 | 5.0 | 26 | 3.8 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 440 | 64.7 | 365 | 53.7 | 159 | 23.4 | 112 | 16.5 |
| 3. Intramural team sports of MR vs. teams of "normal" pupils | 41 | 6.0 | 26 | 3.8 | 11 | 1.6 | 9 | 1.3 |
| 4. Intramural recreation sports (tennis) on teams of MR only | 21 | 3.1 | 19 | 2.8 | 19 | 2.8 | 17 | 2.5 |
| 5. Intramural recreation sports on teams with "normal" pupils | 285 | 41.9 | 257 | 37.8 | 93 | 13.7 | 78 | 11.5 |
| 6. Interschool team sports (as above) MR vs. MR from other schools | 14 | 2.1 | 9 | 1.3 | 9 | 1.3 | 8 | 1.2 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools | 164 | 24.1 | 91 | 13.4 | 49 | 7.2 | 37 | 5.4 |
| 8. Interschool recreation sports MR vs. MR of other schools | 6 | .9 | 6 | .9 | 8 | 1.2 | 8 | 1.2 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. mixed teams from other schools | 119 | 17.5 | 77 | 11.3 | 38 | 5.6 | 31 | 4.6 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools | 13 | 1.9 | 6 | .9 | 7 | 1.0 | 7 | 1.0 |

| TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED | EDUCABLE N=584 | | | | TRAINABLE N=87 | | | |
|---|----------------|------|-------|------|----------------|------|-------|------|
| | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Medical examinations given annually | 152 | 26.0 | 147 | 25.1 | 37 | 42.5 | 37 | 42.5 |
| 2. Medical exams given periodically every three or four years | 196 | 33.6 | 189 | 32.4 | 32 | 36.8 | 31 | 35.6 |
| 3. Medical exams given at entrance and when pupils are referred | 322 | 55.1 | 314 | 53.8 | 40 | 45.9 | 41 | 47.7 |
| 4. There is daily observation of health signs by teachers, nurses | 491 | 84.1 | 477 | 81.7 | 76 | 87.4 | 74 | 85.1 |
| 5. Physical fitness tests are used, such as AAHPER fitness tests | 353 | 60.3 | 335 | 57.4 | 33 | 37.9 | 33 | 37.9 |
| 6. Height and weight are recorded at regular intervals | 499 | 85.4 | 481 | 82.4 | 73 | 83.9 | 69 | 79.3 |
| 7. Grades on achievement in PE are given at regular intervals | 526 | 90.1 | 505 | 86.5 | 50 | 57.5 | 46 | 52.9 |
| 8. There is a plan for evaluating improvement in growth & devel. | 363 | 62.2 | 355 | 60.8 | 48 | 55.2 | 44 | 50.5 |
| 9. There is a plan for evaluating social, emotional development | 326 | 55.8 | 315 | 53.9 | 44 | 50.6 | 42 | 48.3 |

| OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED | YES | | NO | | ZERO or NR | |
|--|-----|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can the EDUCABLE mentally retarded be taught PE satisfactorily in classes with "normal" pupils? | 584 | 85.9 | 60 | 8.8 | 36 | 5.3 |
| 2. Can TRAINABLE mentally retarded be taught PE satisfactorily in classes with "normal" pupils? | 50 | 7.5 | 357 | 52.5 | 273 | 40.2 |
| 3. Can EDUCABLE and TRAINABLE BE TAUGHT PE satisfactorily in same PE classes | 132 | 19.4 | 271 | 39.9 | 277 | 40.7 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for the MR? | 582 | 85.6 | 48 | 7.1 | 50 | 7.4 |
| 5. Should teachers of MR who teach PE have some professional preparation in PE? | 634 | 93.2 | 14 | 2.1 | 32 | 4.7 |
| 6. Would you prefer the MR taught PE by regular PE teachers even with no preparation for the MR? | 512 | 75.3 | 113 | 16.6 | 55 | 8.1 |
| 7. Should recreation leaders with the MR have preparation in recreation and for the MR? | 598 | 87.9 | 20 | 2.9 | 62 | 9.1 |
| 8. Should all workers with the MR have a basic understanding of PE and recreation? | 595 | 87.5 | 45 | 6.6 | 40 | 5.9 |
| 9. Should colleges add special courses in PE and recreation for work with the MR? | 580 | 85.3 | 40 | 5.9 | 60 | 8.8 |
| 10. Do you feel that instruction and recreation can help social and emotional development of the MR? | 654 | 96.2 | 1 | .1 | 25 | 3.7 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection showed the most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more attention to the mentally retarded in physical education classes. | | | | | | |

SUMMARY

1. Replies were received from a majority of the states. Replies were from three population areas; 177 or 26.0% from areas under 10,000; 365 or 53.7% from areas of 10,000 to 100,000; and 122 or 17.9% from areas of over 100,000 population.
2. Almost all schools, 662 of the total of 680 schools enrolled both "normal" and mentally retarded pupils. Of the total of 680 schools there were: 7 Primary; 3 Intermediate; 208 Elementary; 228 Junior High School; 170 Senior High School; 56 All Grades; and 7 Ungraded; NR=1. 675 of the schools were coeducational.
3. There were approximately 24,115 educable retarded, and 2,550 trainable retarded.
4. The experience of teachers now teaching physical education was; MEN with 1-3 years = 130 or 19.1%; 4 to 9 years were 271 or 39.9%; over 10 years were 165 or 24.3%; NR= 114. WOMEN with 1-3 years 153 or 22.5%; 4 to 9 years 239 or 35.2%; and over 10 years 134 or 19.7%; NR= 154.
5. The physical education curriculum consisted of activities taught occasionally or regularly each week to the extent of two-thirds or more of the schools included: Basic movements, calisthenics, games designed to teach, gymnastic apparatus, highly organized games, rhythms, simple games, stunts and tumbling, sports, and track and field. Activities taught by less than 25 per cent of the schools included: bowling, corrective exercises, combatives, musical play, racket play, swimming, winter play.
6. Facilities in the majority of schools included athletic and play field, basketball courts, gymnasium floor, hard surface outdoor areas, running track and field, softball and baseball diamonds. Facilities not found in a third of the schools included: bowling alleys, camp sites, corrective exercise rooms, handball courts or walls, swimming pools, and tennis courts.
7. Equipment and supplies reported by a majority of the schools included: assorted sized rubber balls, piano or record player, play supplies, softballs, volleyball, or tennis, etc. supplies, tumbling mats.

SUMMARY cont.

8. Participation of mentally retarded pupils in competitive sports programs is pretty well limited to intramural team sports with "normal" pupils, and intramural recreation sports on team with "normal" pupils, and in the case of about two-thirds of the pupils. Participation in other recreation activities reported by half or more of the schools include: handcraft, painting, social parties, and sports. Recreation activities reported in less than a third of the schools include: cook-outs, day-camping, dramatics, construction play, music, nature play, and swimming.
9. Test and evaluation procedures with the mentally retarded boys in about two-thirds of the schools include: medical examinations given at entrance or when pupils are referred, daily observation of health signs, physical fitness testing, height and weight recording at frequent intervals, marks for achievement in physical education, plans for evaluating improvement in growth and development, and in social and emotional development.
10. Opinions on instruction in physical education in their schools given by the respondents include: the educable retarded can be taught physical education successfully in classes with "normal" pupils, but the trainable retarded cannot be so taught; teachers of physical education who have mentally retarded pupils in their classes should have professional preparation for work with the mentally retarded; three fourths of the respondents would prefer to have physical education taught by a regular physical education teacher; more than 80% believe that recreation leaders should have preparation for work with the mentally retarded; that all workers with the mentally retarded should have basic understanding of physical education; and there is an almost unanimous opinion that colleges and universities should offer special course in physical education and recreation for workers with the mentally retarded.



BOYS - IN PE CLASSES SEPARATE FROM
THOSE FOR "NORMAL" PUPILS

1.

Spring, 1966
12/19/66 DKB

N = 635 schools

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section VIII, BOYS IN PHYSICAL EDUCATION CLASSES SEPARATE FROM
THOSE FOR "NORMAL" PUPILS, N = 635 schools.

Of the total of 1,589 questionnaires included in this survey, 635 schools reported that physical education for mentally retarded pupils was taught in classes SEPARATE from those for "normal" pupils. These data relate only to classes in which there were boy pupils. The schools included 20 Primary, 3.15%; 6 Intermediate, .94%; 394 Elementary, 62.05%; 59 Junior High Schools, 9.29%; 28 Senior High Schools, 4.41%; Schools with All Grades = 34, 5.35%; 92 Ungraded Schools, 14.49%; NR = 2.

There were approximately 291,000 total enrollment of pupils in these schools, 77 schools made no return. There were approximately 23,760 educable mentally retarded pupils, with 89 schools making no return; and 8,890 trainable mentally retarded pupils, with 387 schools making no return.

Schools were located in three population areas: 122 schools, or 19.21% in areas under 10,000 population; 348 schools in areas of 10,000 to 100,000, or 54.81%; and 148 schools, or 23.31%, in areas over 100,000 population. 393 schools had only educable mentally retarded, 61.89%; 79 schools had only trainable retarded, 12.44%; while 151 schools had both educable and trainable retarded pupils, or 23.78%; with 12 schools not reporting.

The teaching experience in physical education teaching of teachers now teaching physical education was: MEN with 1-3 years experience, 124 or 36.47%; 4 to 9 years, 141 or 41.47%; over 10 years, 75 or 22.06%; 295 schools with no returns: WOMEN with 1-3 years experience = 100 or 30.58%; with 4 to 9 years = 133 or 40.67%; over 10 years experience = 94 or 28.74%; 308 schools making no return.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 33.32 minutes, and for girls 25.30 minutes. The mean number of periods per week was 3.44. There were 286 or 45.04% of the schools that reported to have five periods of physical education per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

Of the total of 635 schools, 624 or 98.28% were coeducational. Schools enrolling both "normal" pupils and mentally retarded numbered 519 or 81.74%; 14 or 2.20% were schools for Special Education only; 24 or 3.78% were for mentally retarded only; 24 or 3.78% were for educable retarded only; and 47 or 7.40% were for trainable retarded only; 7 schools making no return.

1. Physical education was taught to mentally retarded boys in classes SEPARATE from those of "normal" pupils as reported for boys in 635 schools, and for girls in 618 schools.
2. Physical education is taught in classes WITH "normal" pupils for boys in 680 schools (see Section VII), and for girls in 653 schools.
3. No formal instruction in physical education was reported in 54 or 8.5% of schools in the case of boys, and for girls in 52 schools or 8.1%.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL
EDUCATION AND RECREATION (percentages of schools)

| | Never taught | Occas- ion- ally | regu- larly each week | Zero or NR |
|---|-----------------|------------------------|--------------------------------|---------------|
| 1. Basic movements, walking, skipping, etc. | 3.5 | 41.4 | 52.4 | 2.7 |
| 2. Bowling, on gym floor or in alleys | 51.8 | 24.9 | 6.3 | 17.0 |
| 3. Calisthenics, conditioning exercises, etc. | 1.6 | 29.9 | 64.9 | 3.6 |
| 4. Corrective exercises (adapted physical education) | 25.9 | 39.1 | 20.7 | 10.2 |
| 5. Combatives, wrestling, hand contests, tug-of-war, etc. | 26.6 | 38.1 | 3.3 | 13.4 |
| 6. Games designed to teach; body parts, directions, etc. | 4.7 | 48.2 | 43.3 | 3.8 |
| 7. Gymnastic apparatus; bars, horse, ropes, trampoline, etc. | 40.2 | 36.5 | 12.1 | 11.2 |
| 8. Highly organized games; dodgeball, hickball, etc. | 7.9 | 49.0 | 36.9 | 6.3 |
| 9. Musical play; singing games, rhythm band, etc. | 10.6 | 45.5 | 39.4 | 4.6 |
| 10. Physical fitness tests; run, jump, throw, pull-ups, etc. | 13.9 | 55.1 | 24.6 | 6.5 |
| 11. Racket play; tennis, badminton, paddle tennis, etc. | 63.0 | 19.8 | 1.9 | 15.3 |
| 12. Rhythms; folk dance, social dance, marching, etc. | 11.6 | 56.9 | 28.0 | 4.1 |
| 13. Simple games; lead-up games, chasing games, etc. | 2.8 | 50.1 | 45.7 | 1.4 |
| 14. Stunts; tumbling, mimetics, pyramids, etc. | 34.3 | 45.2 | 9.3 | 11.2 |
| 15. Swimming; diving, water games, boating, etc. | 70.9 | 7.2 | 7.2 | 14.7 |
| 16. Team sports; softball, volleyball, basketball, soccer, etc. | 21.7 | 46.3 | 24.9 | 7.1 |
| 17. Track and field; relays, cross-country, long hikes, etc. | 45.7 | 37.5 | 4.7 | 12.1 |
| 18. Winter play; skating, sledding, etc. | 75.3 | 8.5 | 1.3 | 15.0 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR
RECREATION FOR THE MENTALLY RETARDED (percentages of schools)

| | Number and percentages | | | |
|--|------------------------|------|-----|------|
| | No. | % | No. | % |
| | Zero or NR | | | |
| 1. Assorted sized rubber balls | 610 | 96.1 | 25 | 3.9 |
| 2. Playground apparatus; slides, swings, jungle gym, etc. | 421 | 66.3 | 214 | 33.7 |
| 3. Apparatus; slides, jungle gym, trampoline, horse, etc. | 263 | 41.4 | 372 | 58.6 |
| 4. Piano, record player, drums, etc. | 585 | 92.1 | 50 | 7.9 |
| 5. Roller skates, ice skates, etc. | 44 | 6.9 | 591 | 93.1 |
| 6. Play supplies; bean bags, ribbons, jump ropes, indian clubs | 548 | 86.3 | 87 | 13.7 |
| 7. Softballs, basketballs, volleyballs, etc. | 595 | 93.7 | 40 | 6.3 |
| 8. Tennis, volleyball, badminton, soccer, supplies, etc. | 233 | 36.7 | 402 | 63.3 |
| 9. Table games supplies; box hockey, etc. | 128 | 20.2 | 507 | 79.8 |
| 10. Tumbling mats | 423 | 66.6 | 212 | 33.4 |

FACILITIES AVAILABLE IN PHYSICAL
ED. FOR MENTALLY RETARDED

| | No. | ONE % | TWO No. | TWO % | THREE No. | THREE % | ZERO NR No. | ZERO NR % | REMAINDER % |
|-------------------------------------|-----|----------|------------|----------|--------------|------------|----------------|--------------|----------------|
| 1. Athletic field, play field | 9 | 1.4 | 417 | 66.0 | 73 | 11.6 | 96 | 15.2 | 6.3 |
| 2. Basketball court | 28 | 4.4 | 318 | 50.3 | 93 | 14.7 | 143 | 22.6 | 7.6 |
| 3. Bowling alley | 163 | 25.7 | 49 | 7.7 | 3 | .5 | 420 | 66.2 | 0.0 |
| 4. Camp site | 171 | 27.0 | 24 | 3.8 | 2 | .0 | 433 | 68.3 | .8 |
| 5. Corrective exercise room | 152 | 24.0 | 74 | 11.7 | 3 | .5 | 401 | 63.2 | .8 |
| 6. Gymnasium floor | 46 | 7.3 | 359 | 56.7 | 49 | 7.7 | 164 | 25.9 | 2.7 |
| 7. Handball court or wall | 140 | 22.1 | 81 | 12.8 | 19 | 3.0 | 390 | 61.4 | .8 |
| 8. Hard surface outdoor area | 48 | 7.6 | 354 | 55.9 | 58 | 9.2 | 146 | 23.1 | 4.5 |
| 9. Running track, and field | 110 | 17.4 | 174 | 27.5 | 9 | 1.4 | 338 | 53.4 | .6 |
| 10. Shower and dressing room | 106 | 16.6 | 125 | 19.8 | 97 | 15.3 | 299 | 47.3 | 1.4 |
| 11. Swimming pool | 157 | 24.7 | 63 | 9.9 | 6 | .9 | 409 | 64.4 | 0.0 |
| 12. Softball diamond, baseball dia. | 37 | 5.9 | 276 | 43.7 | 83 | 13.2 | 163 | 25.8 | 11.9 |
| 13. Tennis court | 152 | 24.0 | 39 | 6.2 | 21 | 3.3 | 408 | 64.5 | 2.3 |

BOYS - IN PE SEPARATE FROM "NORMAL" PUPILS

3.

Spring, 1966
12/19/66 DKB

RECREATION ACTIVITIES AVAILABLE FOR
MENTALLY RETARDED PUPILS

| | School programs | | | | Community programs | | | |
|--|-----------------|-------|------|-------|--------------------|-------|------|-------|
| | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Cook-outs, picnics, exploring, etc. | 116 | 18.3 | 113 | 17.8 | 163 | 25.7 | 157 | 24.7 |
| 2. Dramatics, play acting, story plays | 311 | 49.0 | 367 | 48.7 | 51 | 8.0 | 51 | 8.0 |
| 3. Construction play, trails, dams, etc. | 55 | 8.7 | 51 | 8.0 | 29 | 4.6 | 29 | 4.6 |
| 4. Music, sing-songs, rhythm bands, etc. | 418 | 65.8 | 411 | 64.7 | 63 | 9.9 | 62 | 9.8 |
| 5. Nature play, trips, collections, etc. | 271 | 42.7 | 262 | 41.3 | 64 | 10.1 | 65 | 10.2 |
| 6. Handcraft, weaving, leather work, etc. | 432 | 68.0 | 417 | 65.7 | 101 | 15.9 | 98 | 15.4 |
| 7. Painting, drawing, sand craft, etc. | 475 | 74.8 | 460 | 72.5 | 90 | 14.2 | 94 | 14.8 |
| 8. Social parties, dances, movies, etc. | 363 | 57.2 | 354 | 55.8 | 115 | 18.1 | 116 | 18.3 |
| 9. Swimming, water games, boating, etc. | 78 | 12.3 | 76 | 12.0 | 128 | 20.2 | 125 | 19.7 |
| 10. Sports, tennis, softball, soccer, etc. | 210 | 33.1 | 189 | 29.8 | 86 | 13.5 | 74 | 11.7 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

| | School programs | | | | Community programs | | | |
|---|-----------------|-------|------|-------|--------------------|-------|------|-------|
| | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Intramural team sports (softball, soccer) on teams of MR only | 105 | 16.5 | 72 | 11.3 | 17 | 2.7 | 11 | 1.7 |
| 2. Intramural team sports (as above) on teams with "normal" pupils | 125 | 19.7 | 89 | 14.0 | 65 | 10.2 | 30 | 4.7 |
| 3. Intramural team sports of MR vs. teams of "normal" pupils | 33 | 5.2 | 20 | 3.2 | 6 | .9 | 4 | .6 |
| 4. Intramural recreation sports (tennis, etc.) on teams of MR only | 34 | 5.4 | 30 | 4.7 | 13 | 2.1 | 11 | 1.7 |
| 5. Intramural recreation sports of MR on teams with "normal" pupils | 61 | 9.6 | 50 | 7.9 | 21 | 3.3 | 17 | 2.7 |
| 6. Interschool team sports (as above) with MR vs Teams of MR from other schools | 19 | 3.0 | 11 | 1.7 | 6 | .9 | 5 | .8 |
| 7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools | 49 | 7.7 | 16 | 2.5 | 12 | 1.9 | 7 | 1.1 |
| 8. Interschool recreation sports teams of MR vs. teams of MR from other schools | 7 | 1.1 | 6 | .9 | 8 | 1.3 | 7 | 1.1 |
| 9. Interschool recreation sports on teams with "normal" pupils vs. teams of similar pupils from other schools | 29 | 4.6 | 17 | 2.7 | 13 | 2.1 | 10 | 1.6 |
| 10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools | 11 | 1.7 | 7 | 1.1 | 6 | .9 | 6 | .9 |

TEST AND EVALUATION PROCEDURES USED
WITH THE MENTALLY RETARDED

| | EDUCABLE | | | | TRAINABLE | | | |
|---|----------|-------|------|-------|-----------|-------|------|-------|
| | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| | No. | % | No. | % | No. | % | No. | % |
| 1. Medical examinations given annually | 141 | 35.9 | 138 | 35.1 | 71 | 30.9 | 72 | 31.3 |
| 2. Medical exams given periodically every three or four years | 168 | 42.7 | 164 | 41.7 | 70 | 30.4 | 70 | 30.4 |
| 3. Medical exams given at entrance and when pupils are referred | 293 | 74.5 | 289 | 73.5 | 123 | 53.5 | 123 | 53.5 |
| 4. There is daily observation of health signs by teachers and nurses, N=635 | 475 | 74.8 | 467 | 73.5 | 188 | 81.7 | 185 | 80.4 |
| 5. Physical fitness tests are used such as AAHPER fitness tests | 184 | 46.8 | 176 | 44.8 | 34 | 14.8 | 35 | 15.2 |
| 6. Height and weight are recorded at regular intervals, N=635 | 463 | 72.9 | 455 | 71.7 | 179 | 77.8 | 176 | 76.6 |
| 7. Marks on achievement in PE are given at regular intervals | 314 | 79.9 | 307 | 78.1 | 67 | 29.1 | 65 | 28.3 |
| 8. There is a plan for evaluating improvement in growth & development | 316 | 80.4 | 309 | 78.6 | 121 | 52.6 | 118 | 51.3 |
| 9. There is a plan for evaluating social and emotional development | 299 | 76.1 | 293 | 74.5 | 128 | 55.6 | 126 | 54.8 |

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION
FOR MENTALLY RETARDED PUPILS N= 635

| | YES | | NO | | ZERO or NR | |
|---|-----|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can the EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 366 | 57.6 | 176 | 27.7 | 92 | 14.5 |
| 2. Can TRAINABLE mentally retarded be taught satisfactorily in same PE classes with "normal" pupils? | 17 | 2.7 | 477 | 75.1 | 140 | 22.1 |
| 3. Can EDUCABLE and TRAINABLE be taught PE together in same PE classes? | 144 | 22.7 | 343 | 54.0 | 148 | 23.3 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for the MR? | 589 | 92.8 | 27 | 4.3 | 19 | 3.0 |
| 5. Should teachers of MR who teach PE have some professional preparation in PE? | 606 | 95.5 | 11 | 1.7 | 18 | 2.8 |
| 6. Would you prefer the MR be taught PE by regular PE teachers even with no preparation for MR? | 346 | 54.5 | 241 | 38.0 | 47 | 7.4 |
| 7. Should recreation leaders with the MR have preparation in recreation and for work with the MR? | 592 | 93.2 | 9 | 1.4 | 34 | 5.4 |
| 8. Should all workers with the MR have a basic understanding of physical education and recreation? | 581 | 91.5 | 29 | 4.6 | 25 | 3.9 |
| 9. Should colleges add special courses in PE and recreation for workers with the MR? | 585 | 92.1 | 27 | 4.3 | 23 | 3.6 |
| 10. Do you feel that instruction in PE and recreation can help social and emotional development of MR? | 618 | 97.3 | 1 | .2 | 16 | 2.5 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but inspection showed the most frequently mentioned answers were: a special teacher of physical education with preparation for the mentally retarded; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more attention to the mentally retarded in physical education classes in which are "normal" pupils. | | | | | | |

SUMMARY

1. This part of the survey report deals with replies from 635 schools in which BOYS were taught physical education in classes separate from those for "normal" pupils.
2. Replies were received from a majority of the states. Replies were from three population areas: 122 or 19.2% were in areas of under 10,000 population, 348 or 54.8% were from areas of 10,000 to 100,000, and 148 or 23.3% were from areas of over 100,000 population.
3. The schools included 20 primary or 3.2%; six intermediate or .9%; 394 elementary or 62.1%; 59 junior high schools or 9.3%; 28 senior high schools or 4.4%; 34 schools with all grades or 5.4%; 92 ungraded schools or 14.5%; and 2 no returns. There were approximately 23,760 educable mentally retarded pupils, with 89 schools making no return; and 8,890 trainable retarded pupils, with 387 schools making no return.
4. Schools having only educable retarded pupils numbered 393 or 61.9%; and 79 schools had only trainable retarded or 12.4%; while 151 schools had both educable and trainable retarded pupils or 23.8%; with 12 schools not reporting.
5. The teaching experience in physical education teaching of the teachers now teaching physical education was: MEN with 1-3 years experience= 124 or 36.5%; 4 to 9 years =141 or 41.5%; over 10 years= 75 or 22.1%; with 295 schools with no returns: WOMEN with 1-3 years experience= 100 or 30.6%; with 4-9 years= 133 or 40.7%; over 10 years=94 or 28.7%; with 308 schools making no return.
6. The mean length of physical education periods for boys was 33.32 minutes, and for girls was 25.30 minutes. The mean number of periods per week was 4 3/4. there were 286 or 45.04% of the schools that reported to have five periods of physical education per week.

BOYS - IN PE CLASSES SEPARATE FROM
THOSE FOR "NORMAL" PUPILS

DK:

AF: st.

Physical education for the mentally retarded is designed to develop physical fitness, motor skills, and games, and to provide a means of socialization. In one third of the schools, the following activities were reported: basic physical education, calisthenics, games, and track and field. In one fourth of the schools, the following activities were reported: basic physical education, calisthenics, games, and track and field. In three-fourths of the schools, the following activities were reported: basic physical education, calisthenics, games, and track and field.

In three-fourths of the schools, the following activities were reported: athletic field, basketball, gymnastics, hard surface, and swimming.

10. Equipment and materials for physical education and recreation in these schools of the school district included: basketballs, playground apparatus, and or recreational supplies, including basketballs, and tumbling mats. In less than half of the schools, the following recreation activities were reported: cook-outs, day camp, dramatics; construction play; nature play; swimming; and social games, and social games and movies were reported by a majority of the schools.

In less than one-fifth of the schools was any participation in physical education reported. The greatest participation, 19.69%, was reported for physical education where the mentally retarded boys participated as members of teams that included "normal" pupils.

13. In three-fourths or more of the schools the following test and evaluation procedures were reported: medical examinations given at entrance and when pupils are referred by teachers or nurses; daily observation of health signs; height and weight recorded at regular intervals; marks on achievement in physical education given at regular intervals; and a plan for evaluating improvement in growth and development. In three-fourths of the schools, the following test and evaluation procedures were reported: medical examinations given at entrance and when pupils are referred by teachers or nurses; daily observation of health signs; height and weight recorded at regular intervals; marks on achievement in physical education given at regular intervals; and a plan for evaluating improvement in growth and development.

14. One half or more of the schools reported opinions that the educationally retarded could be placed in physical education classes with "normal" pupils, but that the trainable retarded should not be taught with "normal" pupils and that the educationally and emotionally retarded should not be taught in the same classes, and that physical education for the mentally retarded should be taught by

regular physical education teachers or by those teachers who had had professional preparation for work with the mentally retarded.

- There was a 91% or better agreement in the following: teachers of physical education with the mentally retarded should have professional preparation for work with the mentally retarded; teachers of physical education whose duties include teaching physical education should have professional preparation in physical education; recreation leaders with the mentally retarded should have professional preparation in recreation; leadership in working with the mentally retarded; all workers with the mentally retarded should have a basic understanding of physical education and recreation; that colleges and universities should offer courses in physical education and recreation for the mentally retarded; and 91% reported that instruction in physical education and recreation can help in social and emotional development of the mentally retarded.

Spring, 1966
12/19/66 DKB

No 653 subcl

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section IX, GIRLS IN PHYSICAL EDUCATION CLASSES WITH "NORMAL" PUPILS

Of the total of 1,589 questionnaires included in this survey, 653 schools are included in this Section of the report. These 653 schools all reported that girls who were mentally retarded were taught physical education in the same classes with "normal" pupils. The schools included: 6 primary, or .92%; 3 intermediate, or .46%; 198 elementary or 30.32%; 222 junior high school, or 33.99%; 159 senior high schools, or 24.34%; 57 all grades, or 8.73%; 7 ungraded, or 1.07%; and 1 no return.

There were approximately 17,240 educable mentally retarded girls, and 1,500 trainable mentally retarded girls in these schools. Schools are located in three population areas: 169 or 25.87% in areas under 10,000 population; 357 or 54.65% in areas of 10,000 to 100,000; 112 or 17.15% in areas over 100,000 population; and 15 or 2.30% with no return. Almost all schools or 650, 99.52%, were coeducational. Schools enrolling both mentally retarded and "normal" pupils numbered 636 or 97.37%; 2 schools were for Special Education only; 4 were for mentally retarded only; 8 were for educable retarded only; and 3 schools made no return.

The experience of teachers in physical education who are now teaching physical education was: MEN with 1-3 years = 127 or 19.44%; 4-9 years = 259 or 39.65%; over 10 years = 159 or 24.34%; with 108 or 16.53% no return; WOMEN with 1-3 years = 149 or 22.81%; 4-9 years = 228 or 34.91%; over 10 years = 133 or 20.36%; with 143 or 21.89% no return.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 48.26 minutes, and for girls was 48.39 minutes. For boys there was no return from 59 schools, and for girls there was no return from 143 schools. The mean number of periods per week was 3.77, with 23 schools making no return, and 11 reporting zero periods per week. However, 48.53% of the schools reported having five periods of physical education per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded boys in classes with "normal" pupils in 635 schools, and to mentally retarded girls in classes with "normal" pupils in 653 schools.
2. In 102 schools for boys, and in 109 schools in case of girls, it was reported that mentally retarded pupils were given modified activities in physical education.
3. Physical education is taught on some days with "normal" pupils depending on the kind of activities scheduled in the case of boys in 41 or 6.28% of schools, and in case of girls in 44 or 6.74% of schools in case of girls.
4. In 33 or 5.05% of the schools there was no formal instruction in physical education in the case of boys, and in 32 or 4.90% of the schools there was no formal instruction in physical education in the case of girls.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL
EDUCATION AND RECREATION (percentages of schools)

| | Never taught | Ocas- ion- ally | Regu- larly each week | Zero or NR |
|---|-----------------|-----------------------|--------------------------------|---------------|
| 1. Basic movements; walking, skipping, hopping, etc. | 10.4 | 49.2 | 29.7 | 10.7 |
| 2. Bowling; on gym floor or in alleys | 53.3 | 23.1 | 1.7 | 21.9 |
| 3. Calisthenics; conditioning exercises, etc. | .9 | 17.8 | 76.9 | 4.4 |
| 4. Corrective exercises (adapted physical education) | 27.9 | 38.0 | 17.3 | 16.8 |
| 5. Combatives; wrestling, hand contests, tug-of-war, etc. | 20.5 | 56.7 | 9.7 | 13.2 |
| 6. Games designed to teach; directions, body parts, etc. | 9.7 | 47.6 | 33.4 | 9.3 |
| 7. Gymnastic apparatus; bars, horse, trampoline, ropes, etc. | 20.1 | 54.7 | 16.1 | 9.2 |
| 8. Highly organized games; kickball, dodgeball, etc. | 2.1 | 53.0 | 38.7 | 6.1 |
| 9. Musical play; singing games, rhythm band, etc. | 26.0 | 44.9 | 13.9 | 15.2 |
| 10. Physical fitness tests; run, jump, throw, pull-ups, etc. | 2.6 | 59.9 | 31.7 | 5.8 |
| 11. Racket play; tennis, badminton, paddle tennis, etc. | 31.8 | 46.5 | 7.0 | 14.5 |
| 12. Rhythms; folk dance, social dance, marching, etc. | 12.6 | 64.8 | 14.4 | 8.3 |
| 13. Simple games; lead-up games, chasing games, etc. | 10.1 | 56.8 | 23.7 | 9.3 |
| 14. Stunts; tumbling, pyramids, etc. | 11.9 | 66.6 | 12.3 | 9.2 |
| 15. Swimming; diving, water games, boating, etc. | 65.5 | 9.7 | 6.3 | 18.5 |
| 16. Team sports; softball, basketball, volleyball, soccer, etc. | 3.5 | 51.8 | 39.2 | 5.5 |
| 17. Track and field; relays, cross-country, long hikes, etc. | 14.7 | 59.1 | 14.5 | 11.6 |
| 18. Winter play; skating, sledding, etc. | 74.0 | 5.7 | .8 | 19.6 |

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR
RECREATION FOR THE MENTALLY RETARDED (percentages of schools)

| | Number and Percentages | | | |
|--|------------------------|------|-------------|------------|
| | No. | % | No. Zero | % or NR |
| 1. Assorted sized rubber balls | 537 | 82.2 | 116 | 17.8 |
| 2. Playground apparatus; slides swings, jungle gym, etc. | 263 | 40.3 | 390 | 59.7 |
| 3. Playground apparatus; slides, jungle gym, horse, etc. | 213 | 32.6 | 440 | 67.4 |
| 4. Piano; record player, drums, etc. | 503 | 77.0 | 150 | 23.0 |
| 5. Roller skates, ice skates, etc. | 30 | 4.6 | 623 | 95.4 |
| 6. Play supplies; bean bags, ribbons, jump ropes, etc. | 420 | 64.3 | 233 | 35.7 |
| 7. Softballs, volletballs, basketballs, soccer balls, etc. | 628 | 96.2 | 25 | 3.8 |
| 8. Supplies for tennis, badminton, paddle tennis, etc. | 452 | 69.2 | 201 | 30.8 |
| 9. Table game supplies; box hockey, etc. | 178 | 27.3 | 475 | 72.7 |
| 10. Tumbling mats | 557 | 85.3 | 96 | 14.7 |

FACILITIES AVAILABLE IN PHYSICAL
EDUC. FOR MENTALLY RETARDED

| | ONE | | TWO | | THREE | | ZERO +NR REMAINDER | | |
|-------------------------------------|-----|------|-----|------|-------|------|--------------------|------|------|
| | No. | % | No. | % | No. | % | No. | % | % |
| 1. Athletic field, play field | 3 | .5 | 324 | 49.6 | 143 | 21.9 | 80 | 12.3 | 15.8 |
| 2. Basketball court | 6 | .9 | 270 | 41.3 | 169 | 25.9 | 85 | 13.0 | 18.8 |
| 3. Bowling alley | 189 | 29.0 | 54 | 8.3 | 4 | .6 | 402 | 61.6 | .6 |
| 4. Camp site | 212 | 32.5 | 13 | 2.0 | 2 | .3 | 424 | 65.0 | .3 |
| 5. Corrective exercise room | 165 | 25.3 | 100 | 15.3 | 24 | 3.7 | 359 | 55.0 | .8 |
| 6. Gymnasium floor | 22 | 3.4 | 360 | 55.1 | 136 | 20.8 | 75 | 11.5 | 9.2 |
| 7. Handball court or wall | 152 | 23.3 | 100 | 15.3 | 36 | 5.5 | 343 | 52.5 | 3.4 |
| 8. Hard surface outdoor area | 72 | 11.0 | 301 | 46.1 | 71 | 10.9 | 170 | 26.0 | 6.0 |
| 9. Running track and field | 53 | 8.1 | 381 | 58.3 | 29 | 4.4 | 182 | 27.9 | 1.2 |
| 10. Shower and dressing room | 33 | 5.1 | 146 | 22.4 | 262 | 40.1 | 144 | 22.1 | 10.4 |
| 11. Swimming pool | 182 | 27.9 | 96 | 14.7 | 4 | .6 | 369 | 56.5 | .3 |
| 12. Softball diamond, baseball dia. | 15 | 2.3 | 231 | 35.4 | 130 | 19.9 | 91 | 13.9 | 28.5 |
| 13. Tennis court | 140 | 21.4 | 76 | 11.6 | 56 | 8.6 | 297 | 45.5 | 12.9 |

GIRLS - IN PE WITH "NORMAL" PUPILS

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS

1. Cook-outs, picnics, camping, etc.
2. Dramatics, story plays, etc.
3. Construction play, trails, dams, etc.
4. Music, rhythm bands, singsongs, etc.
5. Nature play, trips, collections, etc.
6. Handcraft, weaving, modeling, etc.
7. Painting, sand craft, drawing, etc.
8. Social parties, movies, story telling
9. Swimming, water games, boating, etc.
10. Sports; tennis, softball, soccer, etc.

3.

Spring, 1966

12/19/66 DKB

| School Programs | | | | Community Programs | | | |
|-----------------|------|-------|------|--------------------|------|-------|------|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 84 | 12.7 | 80 | 12.3 | 128 | 19.6 | 120 | 18.4 |
| 207 | 31.7 | 203 | 31.1 | 54 | 8.3 | 54 | 8.3 |
| 40 | 6.1 | 38 | 5.8 | 31 | 4.8 | 30 | 4.6 |
| 320 | 49.0 | 320 | 49.0 | 70 | 10.7 | 71 | 10.9 |
| 201 | 30.8 | 196 | 30.0 | 66 | 10.1 | 67 | 10.3 |
| 388 | 59.4 | 374 | 57.3 | 111 | 16.7 | 107 | 16.4 |
| 415 | 63.5 | 406 | 62.2 | 94 | 14.4 | 93 | 14.2 |
| 380 | 58.2 | 382 | 58.5 | 134 | 20.5 | 134 | 20.5 |
| 87 | 13.3 | 83 | 12.7 | 156 | 23.9 | 152 | 23.3 |
| 355 | 54.4 | 346 | 53.0 | 132 | 20.2 | 122 | 18.7 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS

1. Intramural team sports (softball, soccer) on teams of MR only
2. Intramural team sports (as above) on teams with "normal" pupils
3. Intramural team sports on teams of MR vs. teams of "normal" pupils
4. Intramural recreation sports (tennis) on teams of MR only
5. Intramural recreation sports of MR on teams with "normal" pupils
6. Interschool teams sports (as above) MR vs. MR from other schools
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools
8. Interschool recreation sports of MR vs. teams of MR from other schools
9. Interschool recreation sports on teams with "normal" pupils vs. mixed teams from other schools
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools

| School Programs | | | | Community Programs | | | |
|-----------------|------|-------|------|--------------------|------|-------|------|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 68 | 10.4 | 47 | 7.2 | 31 | 4.8 | 24 | 3.7 |
| 423 | 64.8 | 367 | 56.2 | 148 | 22.7 | 111 | 17.0 |
| 40 | 6.1 | 26 | 4.0 | 12 | 1.8 | 10 | 1.5 |
| 21 | 3.2 | 19 | 2.9 | 19 | 2.9 | 17 | 2.6 |
| 275 | 42.1 | 260 | 39.8 | 90 | 13.8 | 78 | 11.9 |
| 14 | 2.1 | 9 | 1.4 | 9 | 1.4 | 8 | 1.2 |
| 161 | 24.2 | 92 | 14.1 | 50 | 7.7 | 38 | 5.8 |
| 6 | .9 | 6 | .9 | 8 | 1.2 | 8 | 1.2 |
| 113 | 17.3 | 76 | 11.6 | 38 | 5.8 | 31 | 4.8 |
| 12 | 1.8 | 6 | .9 | 8 | 1.2 | 8 | 1.2 |

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

1. Medical examinations given annually
2. Medical exams given periodically every three or four years
3. Medical exams given at entrance and when pupils are referred
4. There is daily observation of health signs by teachers or nurse
5. Physical fitness tests are used, such as AAHPER fitness tests
6. Height and weight are recorded at regular intervals
7. Grades on achievement in PE are given at regular intervals
8. There is a plan for evaluating improvement in growth and development
9. There is a plan for evaluating social and emotional development

| EDUCABLE N=564 | | | | Trainable N=81 | | | |
|----------------|------|-------|------|----------------|------|-------|------|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 148 | 26.2 | 150 | 26.6 | 37 | 45.7 | 36 | 44.4 |
| 190 | 33.7 | 187 | 33.2 | 30 | 37.0 | 29 | 35.8 |
| 311 | 55.1 | 309 | 54.8 | 39 | 48.2 | 39 | 48.2 |
| 470 | 83.3 | 468 | 83.0 | 73 | 90.1 | 70 | 86.4 |
| 341 | 60.5 | 334 | 59.2 | 35 | 43.2 | 33 | 40.7 |
| 179 | 31.7 | 183 | 32.5 | 72 | 88.9 | 67 | 82.7 |
| 500 | 88.7 | 499 | 88.5 | 49 | 60.5 | 45 | 55.6 |
| 356 | 63.1 | 356 | 63.1 | 48 | 59.3 | 44 | 54.3 |
| 311 | 55.1 | 309 | 54.8 | 43 | 53.1 | 41 | 50.6 |

GIRLS - IN PE WITH "NORMAL" PUPILS

1966

DKB

OPINIONS ON INSTRUCTION
FOR THE MENTALLY

PHYSICAL EDUCATION
N=653

Nr.

0 or NR
%

| | | | |
|--|-----|------|------|
| 1. the EDUCABLE should be taught satisfactorily | 555 | 85.2 | 5.8 |
| 2. TRAINABLE should be taught satisfactorily | 45 | 6.9 | 40.0 |
| 3. EDUCABLE and TRAINABLE should be taught satisfactorily in the same class | 130 | 20.1 | 39.4 |
| 4. Should PE teachers in classes have professional preparation with the MR? | 561 | 86.1 | 7.0 |
| 5. Should teachers in classes include teaching PE have some preparation with the MR? | 612 | 93.9 | 8.0 |
| 6. Would you prefer PE teachers ever to be trained in the MR? | 489 | 75.0 | 8.0 |
| 7. Should recreation be included in the curriculum in schools for MR? | 577 | 88.5 | 8.6 |
| 8. Should all workers in the field have a basic understanding of the MR? | 574 | 88.0 | 5.5 |
| 9. Should colleges have a course in PE and recreation for those with the MR? | 560 | 85.9 | 8.1 |
| 10. Do you feel that recreation in PE and recreation can help social and emotional development of MR? | 628 | 97.0 | 3.7 |
| 11. What changes to your school would improve instruction in physical education and recreation for the mentally retarded? (Answers were not tabulated but inspection showed the most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mental condition; more attention to the mentally retarded in physical education classes with normal pupils.) | | | |

SUMMARY

- Replies were received from 169 schools. Replies were from three population areas: 169 or 54.65% from areas of 10,000 to 100,000; 357 or 54.65% from areas of 100,000 to 1,000,000; and 15 or 2.3% from areas of over 1,000,000. Almost all schools (169 or 99.4%) had both "normal" and mentally retarded pupils. Of the total 198 or 30.32% were primary; 3 or 0.5% were secondary; 157 or 23.5% were high school; 15 or 2.3% were senior high school; 57 or 8.6% were vocational; 1 or 0.1% were ungraded; with 8 or 1.2% not replying. Nearly all schools (169 or 99.4%) had coeducation. 169 or 99.4% had a PE teacher. Schools enrolling educable mentally retarded only = 564 or 86.1%; schools enrolling trainable retarded only = 10 or 1.5%; schools with both educable and trainable = 70 or 10.72%. There were 1,200 educable retarded and 1,500 trainable retarded. However, only 16 schools had no MR pupils, and as to trainable retarded, 16 schools had no return.
- The experience in the schools of teachers now teaching physical education was: MEN with 1-3 years = 259 or 39.7%; with 4-9 years = 159 or 24.4%; with 10-19 years = 149 or 22.81%; with 20 or more years = 143 or 21.9%; with 143 schools = 21.9% not replying. 53% not replying. With 1-3 years = 149 or 22.81%; with 4-9 years = 159 or 24.4%; with 10-19 years = 149 or 22.81%; with 20 or more years = 143 or 21.9%.
- The physical education curriculum consisted of activities taught regularly each week in the schools. Activities included: calisthenics, aerobics, organized games, physical fitness, and track and field. Activities included: Bowling; corrective exercise; play. Facilities in the majority of schools included: athletic fields, basketball courts; gymnasium floor; hard surface outdoor running track and field; shower and dressing room; and ball diamonds. Facilities not found in a majority of the schools are: bowling alley; camp site; swimming pool.

SUMMARY cont.

7. Equipment and supplies reported by three-fourths or more of the schools included: assorted sized rubber balls; piano or record player; play supplies; softballs, basketballs, volleyballs; supplies for tennis, paddle tennis, etc.; and tumbling mats. Less than half the schools reported to have playground apparatus, roller or ice skates, or table games supplies.
8. Participation of mentally retarded pupils in competitive sport programs of school or community was limited to intramural team sports and intramural recreation sports on teams with "normal" pupils. One half of the schools reported that the mentally retarded were on team sports with "normal" pupils, and about a half of the schools reported that mentally retarded pupils competed with "normal" pupils on intramural recreation sports on teams with "normal" pupils.
9. Test and evaluation procedures with the mentally retarded girls in one-half or more of the schools included: medical examinations given at entrance and when pupils are referred by teachers or nurses; daily observation of health signs; physical fitness testing; giving marks or grades on achievement in physical education; and that there was a plan for evaluating growth and development, and emotional and social development.
10. Opinions on instruction in physical education for the mentally retarded pupils as reported by the respondents included very strong agreements on the following: the educable mentally retarded can be successfully be taught physical education in classes with "normal" pupils, but that the trainable cannot be so taught; teachers of physical education who have mentally retarded pupils in classes should have professional preparation for work with the mentally retarded; all teachers whose duties include teaching physical education should have some professional preparation in physical education; all workers with the mentally retarded should have an understanding of physical education and recreation; recreation leaders with the mentally retarded should have professional preparation in recreation and for work with the mentally retarded; colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded. There was almost unanimous feeling that physical education and recreation can help social and emotional development for the mentally retarded.

**GIRLS - IN PE CLASSES SEPARATE FROM
THOSE FOR "NORMAL" PUPILS**

1.

Spring, 1966

12/19/66 DKB

N = 618 schools

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section X, GIRLS IN PHYSICAL EDUCATION CLASSES SEPARATE FROM THOSE
FOR "NORMAL" PUPILS, N = 618 schools.

Of the total of 1,589 questionnaires from individual schools included in this survey, 618 schools reported that mentally retarded girls were taught physical education in classes separate from those for "normal" pupils. The schools included 19 primary or 3.07%; 6 intermediate or .97%; 389 elementary or 62.94%; 51 junior high schools or 8.25%; 29 senior high schools or 4.69%; 32 all graded schools or 5.18%; 91 ungraded schools or 14.72%; 1 school making no return. There were approximately 23,085 educable retarded, and 8,860 trainable mentally retarded girls in these schools. However, 87 schools reported no educable retarded, and 370 reported no trainable retarded.

Schools were located in three population areas: 119 or 19.25% were in areas of under 10,000 population; 340 or 55.02% were in areas of 10,000 to 100,000; and 142 were in areas of over 100,000 population; with 17 or 2.76% of schools making no return. Most of the schools were coeducational, 607 or 98.21%. Schools enrolling both "normal" and mentally retarded pupils numbered 503 or 81.38%; 15 or 2.43% of the schools were for special education only; 24 or 3.88% were for mentally retarded only; 24 or 3.88% were for educable retarded only; 47 or 7.60% were for trainable retarded only; with 5 schools making no return. Schools with educable mentally retarded only numbered 380, schools with trainable only were 79, schools with both educable and trainable pupils were 149.

The teaching experience in physical education of teachers now teaching physical education was: MEN with 1-3 years experience = 114 or 18.44%; with 4 - 9 years = 138 or 22.33%; with over 10 years = 70 or 11.33%; with 296 or 47.89% of schools not reporting: WOMEN with 1-3 years experience = 101 or 16.34%; with 4-9 years = 134 or 21.68%; with over 10 years = 90 or 14.56%; with 293 or 47.41% of schools not reporting.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 32.43 minutes, and for girls was 25.61 minutes. The mean number of periods of physical education per week was 3.44. However, 45.46% of the schools reported to have five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded girls in classes separate from those for "normal" pupils in 618 schools.
2. Physical education was taught on some days in the same classes with "Normal" pupils depending on the kind of activities scheduled. N = 57 schools or 9.55%
3. There was no formal instruction in physical education in these schools for boys in 51 or 8.25% of the schools, or in 52 or 8.41% of the schools there was no formal instruction in physical education for girls.

GIRLS - IN PE CLASSES SEPARATE FROM
BOYS AND ADULT PUPILS

2.

| ACTIVITIES IN EDUCATION | PERCENTAGE OF SCHOOLS | PHYSICAL EDUCATION | PERCENTAGE OF SCHOOLS | Zero or NR |
|--|--------------------------|-----------------------|--------------------------|------------------|
| 1. Basic moves; skipping, etc. | | | | 2.4 |
| 2. Bowling; on alley | | | | 5 17.2 |
| 3. Calisthenics; exercises, etc. | | | | 9 3.7 |
| 4. Corrective; remedial physical education | | | | 1 10.0 |
| 5. Combative; wrestling, etc. | | | | 8 13.8 |
| 6. Games designed to develop physical directions | | | | 7 3.7 |
| 7. Gymnastic; horse, etc. | | | | 1 11.1 |
| 8. Ball play; basketball, etc. | 49.0 | | | 4 6.1 |
| 9. Band; etc. | 45.0 | | | 8 4.2 |
| 10. Archery; pull-out | 55.0 | | | 4 6.6 |
| 11. Tennis; etc. | 19.9 | | | 8 15.9 |
| 12. Folk dancing; etc. | 57.3 | | | 6 3.9 |
| 13. Games; etc. | 49.7 | | | 3 1.6 |
| 14. Tumbling; etc. | 45.3 | | | 2 11.5 |
| 15. Diving; etc. | 7.6 | | | 0 14.9 |
| 16. Sports; softball, etc. | 7.1 | | | 3 7.3 |
| 17. Hand and field; etc. | 7.1 | | | 0 12.3 |
| 18. Play; skating, etc. | 6.6 | | | 1 15.2 |

| EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR MENTALLY RETARDED (percentage of schools) | Number & percentage | Zero or NR |
|--|---------------------|------------|
| 1. Standard sized rubber balls | | 3.9 |
| 2. Playground apparatus; slides, swings, jungle gym, etc. | | 33.2 |
| 3. Playground apparatus; slides, jungle gym, horse, etc. | | 58.6 |
| 4. Piano, record player, etc. | | 6.5 |
| 5. Roller skates, etc. | | 93.0 |
| 6. Play supplies; hammers, rope, ribbons, etc. | | 12.8 |
| 7. Softballs, basketballs, soccer balls, volleyballs, etc. | | 6.3 |
| 8. Supplies for tennis, basketball, volleyball, etc. | | 63.6 |
| 9. Table games supplies, box hockey, etc. | | 80.3 |
| 10. Tumbling mats | | 33.3 |

| FACILITIES AVAILABLE FOR PHYSICAL ED. FOR MENTALLY RETARDED | ONE % | TW No. | ZERO+REMAINDER No. | % |
|--|----------|-----------|-----------------------|------|
| 1. Athletic field, etc. | 1.6 | 404 | 97 | 5.8 |
| 2. Basketball court | 4.4 | 306 | 10 | 7.1 |
| 3. Bowling alley | 25.6 | 47 | 9 | 0.0 |
| 4. Gym site | 27.0 | 23 | 10 | .7 |
| 5. Gymnasium | 44.1 | 75 | 17 | .7 |
| 6. Gymnasium floor | 7.3 | 344 | 107 | 2.3 |
| 7. Gymnasium equipment | 2.0 | 80 | 379 | .7 |
| 8. Gymnasium surface | 7.3 | 349 | 142 | 4.4 |
| 9. Gymnasium lock, etc. | 17.6 | 167 | 332 | .3 |
| 10. Gymnasium and area | 16.8 | 118 | 157 | 1.1 |
| 11. Gymnasium | 24.8 | 60 | 9 | 0.0 |
| 12. Gymnasium, etc. | 2.0 | 262 | 10 | 11.7 |
| 13. Gymnasium | 14.7 | 35 | 39 | 2.6 |

GIRLS - IN PE CLASSES SEPARATE FROM
THOSE FOR "NORMAL" PUPILS

3.

Spring, 1966
12/19/66 DKB

RECREATION ACTIVITIES AVAILABLE FOR
MENTALLY RETARDED PUPILS

1. Cook-outs, camping, picnics, etc.
2. Dramatics, story plays, play acting,
3. Construction play; trails, dams, etc.
4. Music; singsongs, rhythm band, etc.
5. Nature play; trips, collections, etc.
6. Handcraft; modeling, weaving, etc.
7. Painting, sand craft, drawing, etc.
8. Social parties, dances, movies, etc.
9. Swimming, water games, boating, etc.
10. Sports; tennis, soccer, horse shoes

| School Programs | | | | Community Programs | | | |
|-----------------|------|-------|------|--------------------|------|-------|------|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 112 | 18.1 | 111 | 18.0 | 158 | 25.6 | 153 | 24.8 |
| 310 | 50.2 | 311 | 50.3 | 51 | 8.3 | 51 | 8.3 |
| 53 | 8.6 | 49 | 7.9 | 27 | 4.4 | 27 | 4.4 |
| 415 | 67.2 | 410 | 66.3 | 63 | 10.2 | 62 | 10.0 |
| 266 | 43.0 | 262 | 42.4 | 62 | 10.0 | 63 | 10.2 |
| 421 | 68.1 | 411 | 66.5 | 98 | 15.9 | 95 | 15.4 |
| 466 | 75.4 | 456 | 73.8 | 88 | 14.2 | 92 | 14.9 |
| 356 | 57.6 | 353 | 57.1 | 113 | 18.3 | 114 | 18.4 |
| 76 | 12.3 | 74 | 12.0 | 125 | 20.2 | 123 | 19.9 |
| 200 | 32.4 | 184 | 29.8 | 82 | 13.3 | 71 | 11.5 |

COMPETITIVE SPORT PROGRAMS PARTICIPATED
IN BY MENTALLY RETARDED PUPILS

1. Intramural team sports (softball, soccer) on teams of MR only
2. Intramural team sports (as above) on teams with "normal" pupils
3. Intramural team sports of MR vs. teams of "normal" pupils
4. Intramural recreation sports (tennis, etc.) on teams of MR only
5. Intramural recreation sports of MR on teams with "normal" pupils
6. Interschool team sports (as above) of MR vs. teams of MR from other schools
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools
8. Interschool recreation sports of MR vs. teams of MR from other schools
9. Interschool recreation sports on teams of MR with "normal" pupils vs. mixed teams from other schools
10. Interschool recreation sports of MR vs. "normal" pupils from other schools

| School Programs | | | | Community Programs | | | |
|-----------------|------|-------|------|--------------------|------|-------|-----|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 97 | 15.7 | 73 | 11.8 | 16 | 2.6 | 10 | 1.6 |
| 117 | 18.9 | 86 | 13.9 | 62 | 10.0 | 27 | 4.4 |
| 30 | 4.9 | 19 | 3.1 | 5 | .8 | 3 | .5 |
| 34 | 5.5 | 30 | 4.9 | 11 | 1.8 | 9 | 1.5 |
| 61 | 9.9 | 48 | 7.8 | 19 | 3.1 | 15 | 2.4 |
| 18 | 2.9 | 11 | 1.8 | 5 | .8 | 4 | .7 |
| 41 | 7.6 | 14 | 2.3 | 11 | 1.8 | 6 | 1.0 |
| 7 | 1.1 | 6 | 1.0 | 7 | 1.1 | 6 | 1.0 |
| 28 | 4.5 | 18 | 2.9 | 12 | 1.9 | 9 | 1.5 |
| 11 | 1.8 | 7 | 1.1 | 5 | .8 | 5 | .8 |

TEST AND EVALUATION PROCEDURES USED
WITH THE MENTALLY RETARDED

1. Medical examinations given annually
2. Medical exams given periodically every three or four years
3. Medical exams given at entrance and when pupils are referred to physicians
4. There is daily observation of health signs by teachers or nurses
5. Physical fitness tests are used such as the AAHPER fitness tests
6. Height and weight are recorded at regular intervals
7. Marks on achievement in PE are given at regular intervals
8. There is a plan for evaluating improvement in growth and development
9. There is a plan for evaluating social and emotional development

| EDUCABLE N=618 | | | | TRAINABLE N=228 | | | |
|----------------|------|-------|------|-----------------|------|-------|------|
| BOYS | | GIRLS | | BOYS | | GIRLS | |
| No. | % | No. | % | No. | % | No. | % |
| 136 | 22.0 | 111 | 22.0 | 69 | 30.3 | 70 | 30.7 |
| 165 | 26.7 | 163 | 26.4 | 68 | 29.8 | 69 | 30.3 |
| 284 | 46.0 | 285 | 46.1 | 119 | 52.2 | 120 | 52.6 |
| 458 | 74.1 | 460 | 74.4 | 184 | 80.7 | 183 | 80.3 |
| 172 | 27.8 | 169 | 27.3 | 30 | 13.2 | 32 | 14.0 |
| 448 | 72.5 | 449 | 72.7 | 173 | 75.9 | 172 | 75.4 |
| 297 | 47.2 | 302 | 48.9 | 63 | 27.6 | 62 | 27.2 |
| 301 | 48.7 | 306 | 49.5 | 115 | 50.4 | 114 | 50.0 |
| 287 | 46.4 | 291 | 47.1 | 121 | 54.4 | 124 | 54.4 |

| OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR MENTALLY RETARDED PUPILS N=618 | YES | | NO | | ZERO or NR | |
|---|-----|------|-----|------|------------|------|
| | No. | % | No. | % | No. | % |
| 1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils? | 356 | 57.6 | 171 | 27.7 | 91 | 14.7 |
| 2. Can TRAINABLE mentally retarded be taught satisfactorily in same PE classes with "normal" pupils? | 16 | 2.6 | 463 | 75.0 | 139 | 22.5 |
| 3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfactorily in same PE classes? | 135 | 21.8 | 337 | 54.5 | 146 | 23.6 |
| 4. Should PE teachers with MR pupils in classes have professional preparation for the MR? | 573 | 92.7 | 27 | 4.4 | 18 | 2.9 |
| 5. Should of MR who teach PE have some Professional preparation in PE? | 591 | 95.6 | 9 | 1.5 | 18 | 2.9 |
| 6. Would you prefer the MR be taught PE by regular PE teachers even with no preparation for the MR? | 343 | 55.5 | 232 | 37.5 | 43 | 7.0 |
| 7. Should recreation leaders with the MR have preparation in recreation and for the MR? | 580 | 93.8 | 7 | 1.1 | 31 | 5.0 |
| 8. Should all workers with MR have a basic understanding of physical education & recreation? | 564 | 91.3 | 32 | 5.2 | 22 | 3.6 |
| 9. Should colleges add special courses in PE and recreation for workers with the MR? | 570 | 92.2 | 27 | 4.4 | 21 | 3.4 |
| 10. Do you feel that instruction in PE and recreation can help social & emotional development of MR? | 604 | 97.7 | 0 | 0.0 | 14 | 2.3 |
| 11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but inspection seemed to indicate that the most frequently mentioned answers were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; better chronological grouping of the mentally retarded. | | | | | | |

SUMMARY

1. This part of the survey deals with replies from 618 schools in which girls were taught physical education in classes separate from those for "normal" pupils.
2. One or more replies were received from nearly every state. Replies were from three population areas: 119 or 19.25% were from areas under 10,000 population; 340 or 55.02% were from areas of 10,000 to 100,000; 142 or 22.97%; and 17 or 2.75% NR.
3. These schools included: 19 primary or 3.07%; 6 or .97% intermediate; 389 or 62.94% elementary; 51 or 8.25% junior high school; 29 or 4.69% senior high school; 32 or 5.18% all grades; 91 or 14.72% ungraded; and 1 NR. There were approximately 23,085 educable MR with NR from 87 schools, and approximately 8,860 trainable MR with NR from 370 schools.
4. Schools enrolling both "normal" and mentally retarded pupils = 503 or 81.38%, schools for special education only = 15 or 2.43%, schools for mentally retarded only = 24 or 3.88%, schools for educable retarded only = 24 or 3.88%, and schools for trainable retarded only = 47 or 7.60%, with 5 schools making no return.
5. The teaching experience in physical education of teachers now teaching physical education was: MEN - with 1-3 years experience = 114 or 18.44%; with 4-9 years = 138 or 22.33%; with over 10 years = 70 or 11.33%; with 296 or 47.89% schools with NR. WOMEN - with 1-3 years experience = 101 or 16.34%; with 4-9 years = 134 or 21.68%; with over 10 years = 90 or 14.56%; and 293 or 47.41% of schools with NR.
6. The mean length of physical education periods for boys in these schools was 32.43 minutes, and for girls was 25.61 minutes. The mean number of periods per week was 3.44. However, 281 schools or 45.46% reported that they had five periods of physical education per week.

SUMMARY cont.

7. The physical education curriculum in two-thirds or more of the schools consisted, of: occasional or regularly each week, of: basic movements; calisthenics; games designed to teach; highly organized games; musical play, physical fitness tests; Rhythms; simple games; team sports. In half or more of the schools the curriculum consisted of basic movements and calisthenics given regularly each week. In one-third or more of the schools the activities taught regularly each week consisted of; Basic movements, calisthenics, games designed to teach, highly organized games, musical play, and simple games.
8. In at least 25% of the schools the activities never taught included: bowling on gym floor or in alleys; corrective exercises; combatives; gymnastic apparatus; racket play; stunts and tumbling; swimming, water games, and boating; track and field; and winter play.
9. In three-fourths or more of the schools there was one or more of the following facilities: athletic field; basketball court; gymnasium floor; hard surface outdoor area; and softball or baseball diamond. One-half or fewer of the schools had one or more of the following facilities: bowling alley; camp site; corrective exercise room; handball court or wall; running track and field; shower and dressing room; swimming pool; and tennis court.
10. Equipment and supplies for physical education and recreation in three-fourths or more of the schools included: assorted sized rubber balls; playground apparatus; piano or record player; play supplies; softballs, basketballs, etc.; and tumbling mats.
11. As to recreation activities one-half or more of the schools reported the following: dramatics; music; handcraft; painting or drawing; social parties, dances, movies, etc. In less than one-half the schools there were: cook-outs, picnics, camping; nature play, trips, collections; construction play, trails, dams, etc.; swimming, water games, boating; and sports such as tennis, horse pitching, soccer.
12. In less than one-fifth of the schools was any participation in competitive sport programs reported for either boys or girls. The greatest amount of participation, 18.93%, was in the case of boys participating in intramural team sports on teams with "normal" pupils
13. In three-fourth or more of the schools the only tests and evaluation procedures reported were daily observation of health signs and height and weight recorded at regular intervals. In 45% or more of the schools there were also the following test and evaluation procedures reported: medical examinations given at entrance and when pupils are referred; marks on achievement in physical education given at regular intervals; and a plan for evaluating growth and development, and evaluating social and emotional development. In only one-fourth of the schools was physical fitness testing done.
14. As to opinions on instruction of the mentally retarded in physical education one-half of the respondents believed that the educable retarded could be taught physical education in classes with "normal" pupils, but three-fourths of the respondents believed that the trainable retarded could not be taught successfully with "normal" pupils, and that the educable and trainable retarded should not be taught physical education in the same classes.
15. There was a 90.00% or more agreement that: physical education teachers who have mentally retarded pupils in classes should have some preparation for work with the mentally retarded; that recreation leaders with the mentally retarded should have professional preparation in recreation and for work with the mentally retarded; that all workers with the mentally retarded should have a basic understanding of physical education and recreation; that that colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded; and that there was an unanimous opinion of respondents that instruction in physical education and recreation can help the social and emotional development of the mentally retarded pupils.